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ABSTRACT

This final report describes activities and achievements of Project TIE (Teams in Early Intervention) Outreach, a 3-year project which provided training for regional and local interdisciplinary teams (including parents) in New Mexico. The model used by the project stresses: (1) interdisciplinary communication, (2) a common framework for early intervention, (3) team building, (4) cultural considerations, and (5) community linkages. The model is designed for use with a variety of teams including health, developmental evaluation and assessment, and early intervention, serving children from birth through age 5 with or at risk for developmental delays or disabilities. A unique feature of the TIE model is its emphasis on team culture. The model involves assessment of a team's performance before designing a training plan and the maintenance of good teaming skills through long-term, regular follow-up. TIE Outreach provided facilitated learning experiences to 551 individuals involved in early intervention or preschool services to 2,975 children and families in New Mexico and throughout the country. The Project produced a pilot CD-ROM on team building. Individual sections of the report describe the Project's goals and objectives, conceptual framework, training model, methodological/logistical problems and resolutions, evaluation findings, impact, and future activities. Appended are such related documents as a description of the CD-ROM, reports of focus groups, evaluation materials, and an article titled "Helping Parents Feel Comfortable in the Schools" by Gail Beam and Valerie Ford. (Contains 18 references.) (DB)

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ED 403 706

Project TIE
(Teams in Early Intervention)
Outreach

An outreach project to train statewide, regional and local teams of early intervention personnel and parents.

October 1, 1993 - September 30, 1996

FINAL REPORT

Early Education Program for Children with Disabilities
U.S. Department of Education
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September 30, 1996

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II. Project TIE
ABSTRACT

Project TIE, which stands for "Teams in Early Intervention," began as an inservice training model that characterizes the spirit of P.L. 99-457: teams that include family members and professionals from multiple disciplines are central to the development and implementation of high quality, family-centered services for very young children with disabilities and their families. Project TIE Outreach utilized the components of the model to extend its benefits to greater numbers of families and professionals, particularly in rural areas.

The purpose of TIE Outreach was to train statewide, regional and local interdisciplinary teams (that include family members) in New Mexico in TIE model components:

a. interdisciplinary communication,
b. a common framework for early intervention,
c. team building,
d. cultural considerations, and
e. community linkages

resulting in services that are culturally competent and family-centered. The TIE model was designed to train a variety of teams (including health, developmental evaluation and assessment, and early intervention) that work with children, birth through age 5 years, with developmental delays or disabilities or who are at risk for developmental delays, and their families. The second goal of TIE Outreach was to impact the service system in New Mexico and models for service delivery throughout the country through vigorous dissemination efforts.

The TIE Outreach Project addressed important needs in New Mexico that reflect similar needs nationwide: the need for high quality family-centered services, the need for increased numbers of qualified professionals from specialized disciplines, the need for effective communication among these professionals and family members, and the need for effective inservice training that is responsive to culturally diverse families in a sparsely populated state. A unique feature of the TIE model was its emphasis on team culture. The team building component, which focused on team culture, emphasized the importance of a) assessing a team's performance in several areas before designing a training plan; and, b) maintaining good teaming skills through long-term, regular follow-up.

In the course of three years, TIE Outreach provided facilitated learning experiences to 551 individuals involved in early intervention or preschool services to 2,975 children and families in New Mexico and throughout the country. Project staff developed an effective process for team building and shared widely the tools employed: "calling the circle" and "double-loop learning." Staff produced a pilot CD-ROM entitled "Team Building: A Journey, Not a Destination" that introduces viewers to TIE's team building processes.

Project Teams in Early Intervention (TIE) Outreach

Advisory Committee List

Magi Gerety - Director, New Vistas in Santa Fe, NM
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IV. Goals & Objectives of Project TIE Outreach

Goal #1: Provide training and consultation in the TIE Model to statewide, regional and local interdisciplinary teams in New Mexico in order to a) improve interdisciplinary communication, b) furnish a common framework for early intervention, 3) develop team building skills, and d) build strong linkages in their communities, resulting in high quality family-centered services.

Obj. 1 Identify and address the needs of teams in New Mexico

Obj. 2 Provide training and consultation in components of TIE model to **statewide** teams.

Obj. 3 Provide training and consultation in components of TIE model to **regional teams serving sparsely populated areas**.

Obj. 4 Provide training and consultation in components of TIE model to **teams in early intervention and preschool programs**.

Obj. 5 Provide component training at NM Parents Reaching Out (PRO) annual conference.

Obj. 6 Refine, extend use of TIE evaluation tools or develop other appropriate evaluation tools.

Goal #2: Disseminate TIE model (training across disciplines, common framework for early intervention, team building skills, and community linkages) to audiences at the state and national levels in order to influence policy development, state funding priorities, models for the delivery of inservice training, and early intervention models, which will result in better services to young children and their families.

Obj. 7 Consult on the TIE model and collaborate regarding outreach efforts with state agencies, policy, parent advocacy and professional groups.

Obj. 8 Co-sponsor/participate in major statewide conferences in New Mexico.

Obj. 9 Develop a training guide.

Obj. 10 Adapt and disseminate TIE training materials.

Obj. 11 Disseminate TIE products, research results and current project information.

V. Conceptual Framework for the Project

Introduction

P.L. 99-457, passed in 1986 and strengthened by amendments in 1991 (P.L. 102-119), afforded early intervention professionals with new opportunities to form partnerships with families, professionals from a variety of disciplines, and policy and service agencies. This landmark legislation and subsequent amendments demonstrated a clear intent for families to be closely involved in the critical decisions that affect the nature of services they and their children receive. The legislation also emphasized the need for various professional disciplines to work together to provide integrated and coordinated services. Careful review of the regulations and amendments revealed that teamwork is paramount by requiring that: a) parents be part of the team; b) professionals from many disciplines constitute "qualified personnel;" c) professionals work with one another and the family on behalf of the child; d) agencies collaborate in order to ease families' access to service systems in both rural and urban areas, as well as to ensure smooth transitions. What we once considered to be best practice became the law.

Project TIE (Teams in Early Intervention) was developed as an inservice training model to facilitate the implementation of both the letter and spirit of P.L. 99-457. Project TIE Outreach utilized components of the model to extend its benefits to greater numbers of families and professionals, particularly in rural areas by addressing a number of critical issues:

1. the need for high quality family centered services that reflect cultural competence;
2. the need for increased numbers of qualified professionals from specialized disciplines;

3. the need for these professionals and family members to communicate effectively in order to work together on behalf of young children;

4. the need for effective inservice training that is responsive to a sparsely populated state, various disciplines, and to culturally diverse families;

5. the need to ensure that projects such as these have long-lasting positive effects on a system of services.

Issue 1. - The Need for High Quality Family Centered Services

There is a large body of literature to support the premise that the most effective early intervention programs are likely to be those that apply a family systems or ecological approach (Bailey & Simeonsson, 1988; Bronfenbrenner, 1990; Dunst & Trivette, 1988; Turnbull & Turnbull, 1990; Zigler & Berman, 1983). This approach recognizes the primacy of the family and advances the importance of providing intervention in the context of the family. Family centered principles require that professionals: 1) recognize that the family is the constant in the child's life and is the most important source of information about the child, 2) collaborate with families, and 3) share, on an ongoing basis, unbiased, complete information in an appropriate and supportive manner (P. Arango, October, 1992, personal communication).

In discussing family diversity and its implications for policy and practice, Hanson and Lynch (1992) suggest that our efforts to train, recruit and hire early intervention personnel should reflect the range of service needs that accompany this tremendous diversity of families. In a state such as New Mexico, as well as in many other states, family diversity implies cultural diversity because of the large number of cultures represented in the state. Therefore, personnel must reflect cultural competence in their services to families. The health care profession defines cultural competence as the ability to provide ...

> care that involves an awareness of and respect for cultural differences, values and belief systems, and incorporates this awareness into interactions with the family members, develops a treatment plan that meets family needs in the local community as much as possible, and validates expectations of children and families that their needs and views are an important part of the process (Olguin & Paul, 1991, p. iii).

Issue 2. - The Need for Qualified Personnel

A potential barrier to successful implementation of a full array of services for infants, toddlers and their families under Part H is the availability of qualified personnel. Numerous disciplines are identified as necessary and essential to the delivery of high quality services. Yet, many of these individuals are in short supply; and of those available, not all have experience in dealing with very young children and their families (Olguin & Paul, 1991). This critical shortage in personnel has been well documented (Bruder, Klosowski & Daguio, 1989; Meisels, Harbin, Modigliani & Olsen, 1988). Meisels et al. reported that 100% of the states are experiencing shortages of therapists and over 68% lack sufficient training programs. In 1990, the early intervention programs in New Mexico reported that, on the average, they have critical vacancies every 1.5 years (Harrison, September 1990; personal communication).

Project TIE conducted a survey to look at recruitment and retention issues of all SLPs, OTs, and PTs in New Mexico. The survey revealed that geographical location/benefits of a position was the second most important factor in their decisions to accept and stay in a particular job (Harrington, Beam & Laurel, 1992). While this suggests that there will often be areas where specialized services are scarce, it underscores the need to be sure that those professionals who are available will be qualified and feel competent to work with young children and families. Peters (1987) found that a significant factor in employee attraction and retention is job satisfaction, which is often reflected in employees' statements regarding their feelings of competence on the

job. The Project TIE findings emphasize the need to build responsive networks of service for regions of sparsely populated states.

Issue 3. - The need for professionals and family members to communicate effectively.

The regulations for Part H require "integrated and coordinated services" and call for personnel development plans to "provide for preservice and inservice training to be conducted on an interdisciplinary basis" (303.17, 303.360). Partnerships with families are emphasized, and parents must be closely involved in planning the services for their young children through the Individualized Family Service Plan (IFSP). In fact, in order to respond to the spirit of the law, early intervention teams should include parents as team members. Stile, Render & Earhard (1989) found that professionals from multiple disciplines in New Mexico believe that early interventionists should utilize a team approach.

Issue 4. - The Need for Responsive and Effective Inservice Training

Clearly, inservice training is an important vehicle to begin to meet the needs for qualified personnel. Gallagher (1988) emphasizes the importance of inservice training:

> Many people who are currently providing services for young children need additional preparation on team operations, on the latest measures of assessment, or on work with families; such upgrading of talent cannot be ignored in favor of preprofessional training. A wholesome combination of both efforts needs to be embarked upon (p. 245).

Inservice training can play a vital role in increasing the numbers of qualified professionals and in promoting their competence. However, research shows that inservice training is often ineffective. Guskey (1986) found that much inservice training is not conducted in accordance with best practice, while Bailey (1989a) reported that the empirical research on inservice training

suggests that much of the training is not conducted in accordance with best practice and that long-term changes in professional behavior are rare.

Teamwork is paramount to the successful implementation of the letter and spirit of P.L. 99-457. Teams must learn to communicate effectively--to explore problems and solutions in an energetic, creative manner. The TIE model of team training and development focused on how a team can explore its own culture (including its norms, values and basic assumptions), decide its own strengths and weaknesses, prioritize its own needs, both for individual members and the team as a whole, and design its plan of action. TIE offered training in skills related to communication and participation, decision-making, conflict resolution, leadership and problem solving.

The format and content of the TIE modules provide a flexible resource for inservice training. Principles of adult learning, developed by Knowles (1980) and discussed by Bruder and Nikitas (1992), were employed by TIE staff who worked closely with participants or potential trainees to learn their frames of references, their experiences, their desires regarding training, etc. before agreeing on an inservice plan. The training delivered during the Outreach phase of Project TIE was primarily on-site with individual teams and over an extended period of time, allowing for thorough follow-up as participants put new skills into practice (Bruder & Nikitas, 1992).

Issue 5. - The Need to Ensure Long-Lasting Effects on the Service System

A report by The Center for the Study of Social Policy to the State of New Mexico (1992) states: "New Mexico's goal of strengthening children and family services is distinguished by the strong conviction that the policy directions set at the state level matter only if they translate into real change in local communities" (p. 2). This recognition that policy is only as good as its implementation at the grassroots level points up the need for individuals who

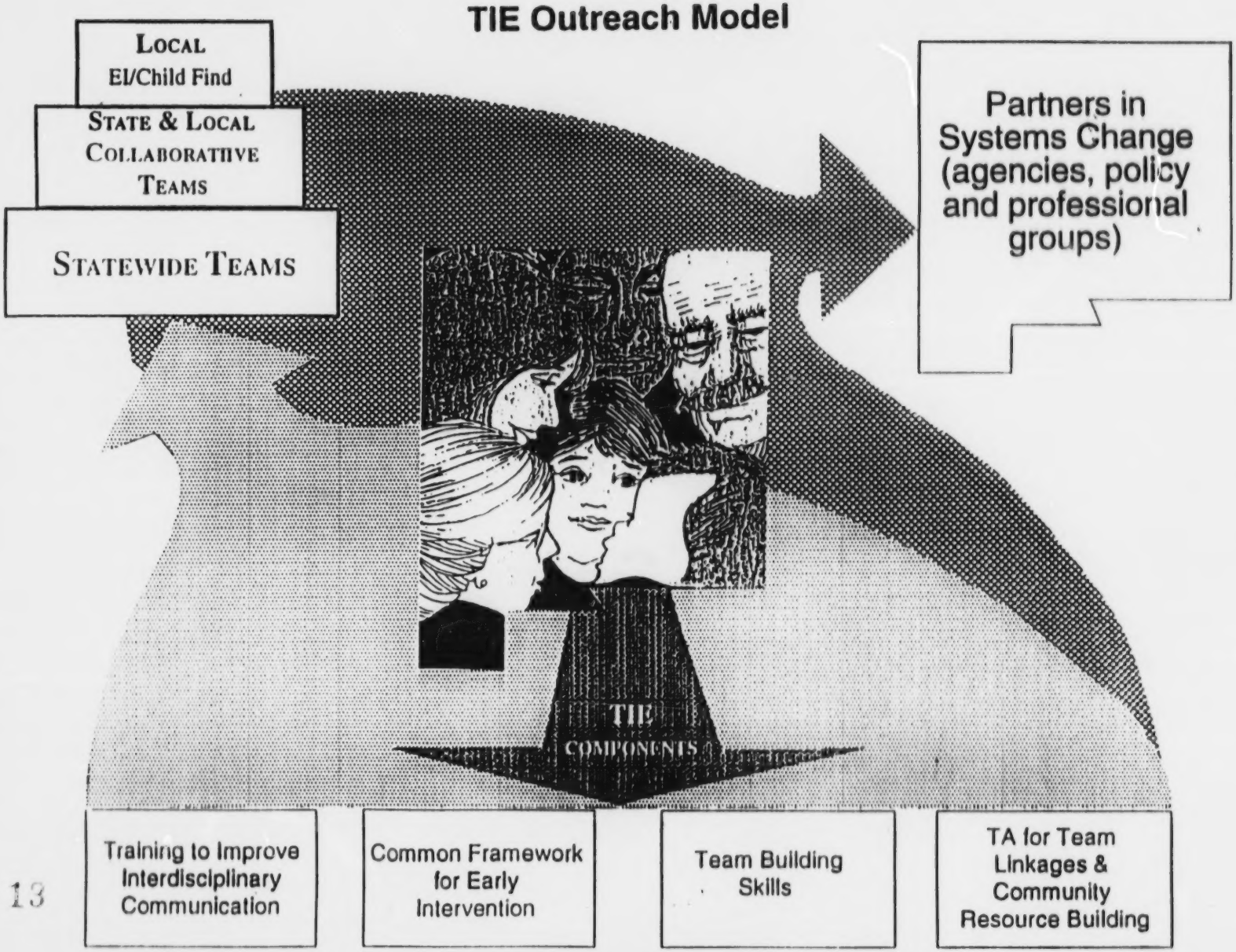
want to effect lasting, positive change to ensure, first of all, that it can occur in a community.

An important goal of Project TIE Outreach was to effect long-lasting positive change in the system of services in New Mexico. The fourth component of TIE, Technical Assistance for Team Linkages and Community Resource Building, enables a team to assess the quality of its relationships with other agencies in the community and allows a team to discover how families feel about the quality of services offered in their community. The team also learns how to assess what services and relationships need improvement in order to serve families more effectively and how to "map" their community from a variety of perspectives. TIE staff also disseminate "Getting to Know Your Community," a manual designed to assist teams in gathering data about their community.

TIE staff collaborated closely with state agencies, policy, advocacy and professional groups with the goal of ensuring that families and children, particularly those with special needs, are high on New Mexico's list of priorities for necessary health, education and human services.

Figure 1

TIE Outreach Model



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VI. Description of the Training Model

When TIE Outreach began in October 1993, staff were prepared to provide comprehensive training in the TIE model in order to:

a. improve interdisciplinary communication,

b. furnish a common framework for early intervention,

c. develop team building skills,

d. promote cultural competence, and

e. build strong linkages in communities.

As staff began to work with identified sites, introducing participants to the TIE model, every site eventually selected only one area for long-term training: developing team building skills. Leadership and staff at each site wanted to utilize a team approach, had been working hard to do this, and were encountering problems due to lack of team building skills. Therefore, TIE staff, in order to meet the needs of its sites, put all of their efforts into developing a team building intervention model and designing team building modules to address the problems at each site.

TIE Outreach Model of Intervention

The TIE Outreach model of intervention began with the assumptions that in order to be an effective team, early intervention personnel must be trained on team operations (Gallagher, 1988), and teams that work together should receive inservice training together (Bailey, 1989b). Staff did not assume that teams automatically knew how to work as a team -- that they had the necessary communication, decision-making, conflict resolution and problem solving skills required to be effective team members. Staff also believed that the problems of working together can be intensified because persons in each of the disciplines who work with young children with disabilities and their

families have been trained in their own discipline's formal educational sequence. Persons from different disciplines do not approach children and families with the same knowledge base, values, assumptions and goals. Many of the ideas viewed as best practice, such as the transdisciplinary team approach, may challenge what has been considered best practice in these disciplines. Learning to listen to and learn from one another, given these differences, is not easy (Winton, 1990).

TIE Outreach staff also knew that inservice training is often ineffective. Winton (1990) stated: "The demands for inservice training have created a crisis mentality as states attempt to respond to the legislative mandate that personnel working in early intervention be appropriately and adequately prepared and trained" (p. 51). We wanted to be sure that our model was effective by making it responsive to adult learning styles, designing it for small groups of trainees, and including long-term follow-up for trainees as they implemented newly learned skills within their programs (Bruder & Nikitas, 1992). We also wanted our model to address other issues, such as cultural diversity, sparsely populated areas, great distances between cities, limited resources, and the need to train a wide variety of individuals. This requires a model that is flexible and responds to a variety of needs.

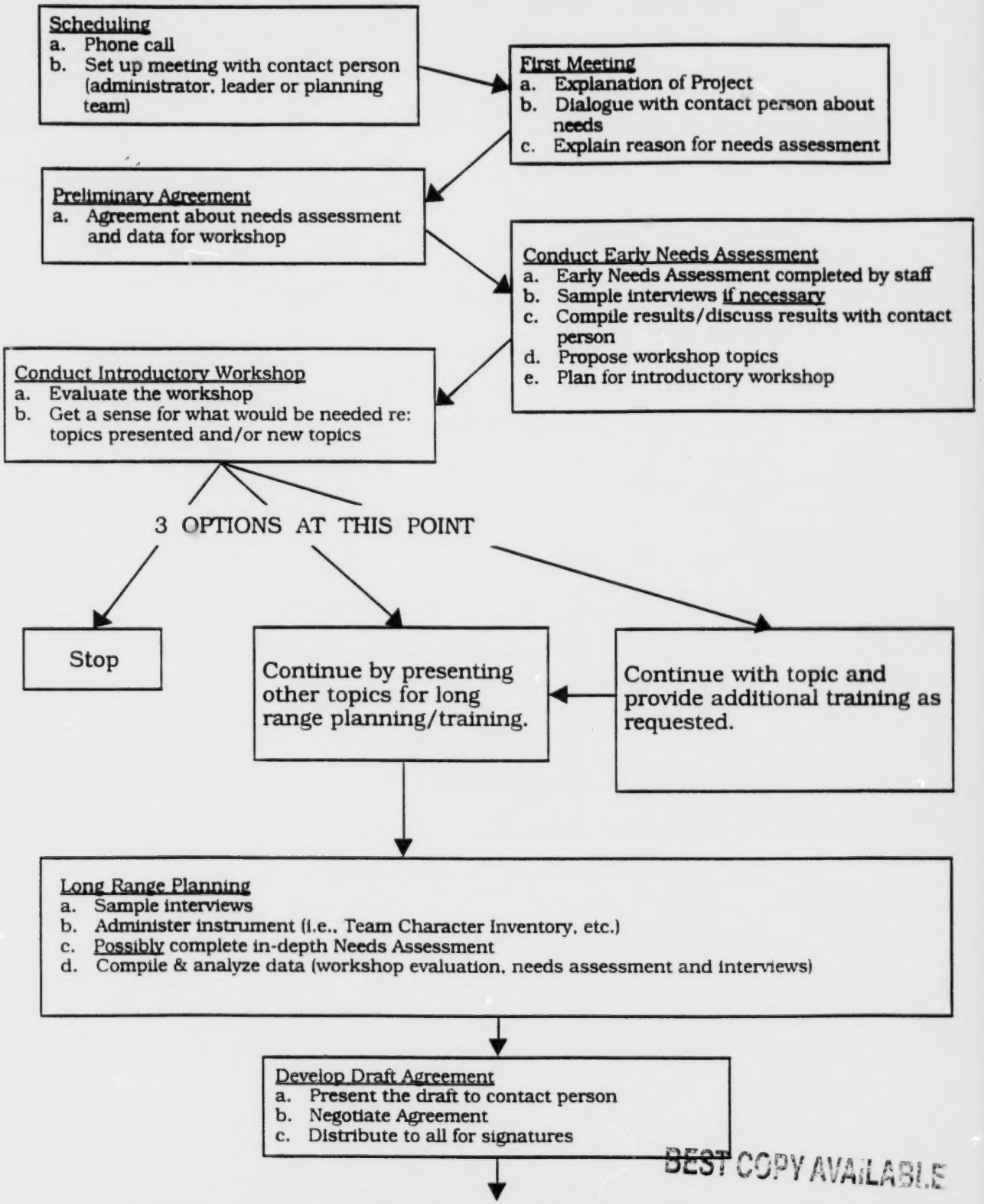
Team building is designed to facilitate two things: the ability of the team to accomplish its tasks and the ability of each individual member to function effectively. It includes such exercises as defining the mission, goals, objectives, and activities of the team, learning communication skills (constructive feedback, active listening), learning problem solving skills, conflict management, identifying and agreeing to a set of norms or guidelines for how to treat one another, and defining roles and responsibilities of individual team members.

The TIE Outreach model called for staff to go through the following steps (see Figure 2):

1. Make initial phone call to prospective site to set up a visit
2. Conduct site visit with director (and staff, if possible) to discuss the team's issues (usually from the director's perspective). At this visit, plan for an assessment of how the team is working together.
3. Conduct phone interviews with staff to discover their views of what is working well, what isn't working well, and where changes need to occur.
4. Administer team inventories to all staff. Assure method for them to return these anonymously.
5. Analyze data from team inventories. Report to the program director (usually by phone, sometimes in writing) on the data gathered. Suggest ideas for intervention, and identify goals for the facilitated learning events.
6. Design and conduct workshop(s) to address the concerns identified by the interviews and inventories. Begin each workshop by reporting the data to the team, presenting suggested goals and the draft of an agenda for the workshop to the team. Reach consensus on the agenda; begin training.
7. Submit to each site a written report documenting the workshop's goals and agenda; and include recommendations for the future (within 2 weeks after workshop).
8. Offer follow-up with sites. This includes sending relevant articles, suggesting other persons to contact for help, or arranging for TIE staff to return for other workshops to address additional

Figure 2

Process Schemata for Outreach Agreement


Scheduling
a. Phone call
b. Set up meeting with contact person (administrator, leader or planning team)
First Meeting
a. Explanation of Project
b. Dialogue with contact person about needs
c. Explain reason for needs assessment
Preliminary Agreement
a. Agreement about needs assessment and data for workshop
Conduct Early Needs Assessment
a. Early Needs Assessment completed by staff
b. Sample interviews if necessary
c. Compile results/discuss results with contact person
d. Propose workshop topics
e. Plan for introductory workshop
Conduct Introductory Workshop
a. Evaluate the workshop
b. Get a sense for what would be needed re: topics presented and/or new topics
3 OPTIONS AT THIS POINT
Stop
Continue by presenting other topics for long range planning/training.
Continue with topic and provide additional training as requested.
Long Range Planning
a. Sample interviews
b. Administer instrument (i.e., Team Character Inventory, etc.)
c. Possibly complete in-depth Needs Assessment
d. Compile & analyze data (workshop evaluation, needs assessment and interviews)
Develop Draft Agreement
a. Present the draft to contact person
b. Negotiate Agreement
c. Distribute to all for signatures
Begin Outreach work-in-depth

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issues or to coach individual team members, including directors.

TIE Outreach Modules

TIE staff use the term Facilitated Learning Experiences (FLEx), a phrase coined by Larry Irvin of the University of Oregon during a 1995 consultation with project TIE Outreach, to describe the team building work that we do. We prefer this term to the word "training," because the team building work that we do is better described as "facilitation." Furthermore, we design the workshops to be learning experiences, both for our participants and ourselves. We help the participants learn new skills, which they must then practice in order to find them useful. Using this style of teaching, TIE staff developed the following modules to address site teams' concerns. These modules were extremely flexible, and components of different modules were often put together to construct a facilitated learning experience that honored adult learning styles and provided small groups of people the opportunity to work together over the long term:

1. Vision, Philosophy, Mission
2. Long Range Strategic Planning
3. Communication Skills
4. Norm-setting
5. Conflict Resolution
6. Problem-solving and Decision-making
7. Roles and Responsibilities
8. Diversity Training

TIE Outreach Workshop Techniques

TIE Outreach staff used three different techniques in workshops (as well as in our own team work as a staff) that we believe were particularly helpful to participants:

1. **Double-looped learning**, a concept described by Chris Argyris (1994), is a way of learning that requires participants to do more than ask a one-dimensional question such as: how can we solve this problem? Double-looped learning requires that participants ask questions not only about the facts, but also about the reasons and motives behind the facts. For example, we might ask a team not only to explore what is causing a conflict (which usually results in pointing the finger at management), but also to examine their own individual motives and contributions to the conflict. By digging deeper, the double-looped learning technique invites self-reflection. Although this often makes people uncomfortable, the process can reduce defensive reasoning and counter a person's refusal to look at his or her own behavior.

2. **Calling the Circle**, a process developed by Christina Baldwin (1994), is designed to facilitate a group or team in creating community. It affirms three principles of teaming: shared leadership (no one is at the head of a circle); shared responsibility (everyone shares responsibility for the work of the group); and spirit at the center (recognition that at the center is a spirit that is more than the sum of the individual participants). Participants are asked in advance to bring an object that represents themselves or their vision for their group or their place on the team, etc. The facilitator asks the group to sit in a circle and invites each person to place an object (which they have been asked to bring in advance) in the center of the circle. As they place the objects in the center, each person shares why he or she brought this particular object. Then the facilitator lights a candle and talks about how the center represents everyone's investment in the process and commitment of all to work together.

3. **Role Play** provided TIE Outreach staff an excellent technique for helping people practice good communication skills and resolve conflict. By setting up "pretend situations," staff created a safe, often humorous, way to

explore team issues. Tag role plays, where participants could "tag" those in a role play and take their places if they had a different or better way to play various parts, were especially fun.

Interviews and Focus Groups

One of TIE's major goals was to help teams include family members more effectively on their teams. Several of the teams with which we worked over time in the northwest area of the state had very little relationship with the families of the children they were serving and did not seem to understand why this was the case. Therefore, two TIE staff members traveled to part of the Navajo reservation and interviewed Navajo teachers, principals and parents about what ways they had discovered to involve parents and make them feel welcome at the schools (see Appendix A). At the request of two public school programs, TIE staff also conducted two focus groups with parents in two different Head Start programs in the Northwest area to find out how they felt about both their programs and the public schools, and what suggestions they had for change. (See Appendix A for summaries.)

VII. Methodological/Logistical Problems & Resolutions

In taking our inservice training model to outreach, we made adaptations to account for the needs of diverse programs, staff and families in distant, sparsely-populated areas of the state. As was planned, we arranged for longer-term involvement with participants, setting up more of a mentoring relationship than a single workshop format. TIE Outreach staff also encountered different training needs at designated sites than had been anticipated. Despite some departures or adaptations, each of which will be discussed, we accomplished all project objectives.

Originally, we expected to be providing training on team building skills and on a common framework for early intervention, linking specialized disciplines and parents as equal members in early intervention teams. Yet, as discussed in Section VI of this report, we found most teams in need of extensive team building work before they were ready to participate in training to improve their interdisciplinary communication. While we shifted our focus to the team building work, we also continued to try to improve our training methods and materials for the common framework. The tool we used most often was the videotape, "Justin," produced during the inservice model development period. During outreach, we added to our original plans, designing and field-testing a simple instrument to administer to teams after they viewed the videotape and before they received training in the common framework, and then again after receiving training and viewing the tape. (See Appendix B for a copy and discussion of this instrument.)

In addition, we had inititally planned to develop a guide to accompany the videotape (Obj. 9), and had decided, once into outreach, that we would produce this in video disk or CD-ROM format. However, in view of the changing demands for training, we determined in the final year of outreach

that we could make a more useful contribution to the field if we designed this product to convey some of what we learned about team building. Thus, we have produced an introductory CD-ROM, entitled "Team Building: A Journey, Not a Destination." This product will enable us to improve the dissemination of information that has come to be the focus of TIE Outreach, rather than simply improving training materials for a more limited audience.

The evaluation of Project TIE Outreach shifted in focus and scope as the training and consultation changed direction. (See Section VIII for evaluation findings.) Project staff sought technical assistance from NEC*TAS to address the changing needs of our participants. Their 1995 workshop on evaluating systems change provided useful information for determining potential impact and suggestions regarding indicators of a district's or agency's ability to continue with good team building practices at the "end" of outreach. Some suggested indicators were:

- commitment of resources to team building in annual planning efforts
- ongoing inservice training for team members
- mentor program for new team members
- inclusion of teaming as part of job description and hiring practices
- time alloted for teaming
- leadership personnel trained in and supportive of teaming
- written plan and designated people to support teaming.

Through NEC*TAS resources, we also collaborated with two other EEPCD projects in Albuquerque for an in-depth consultation with Larry Irvin on a lifeline approach to evaluation. Based on this consultation, we began to focus more on qualitative outcomes, such as the development of a mission statement, its application, and the ability of a team to resolve conflicts, etc. (See Appendix B for a copy of TIE Outreach Lifeline.)

VIII. EVALUATION FINDINGS

At the beginning of Project TIE, an evaluation plan (see Appendix B) was developed to examine the impact of training and consultation activities on all facets of the TIE outreach model. Specifically, the project proposed to evaluate the impact of project activities on (1) team functioning, (2) the attainment of family-centered goals, (3) trainee competence in early childhood intervention and family-centered practices, (4) meeting the diverse needs of individuals working in early intervention, (5) improving intervention services for families, and (6) affecting changes in agency action plans and priorities for funding. As the project evolved, however, it became clear that many of the outcomes that were envisioned for demonstrating achievement of these objectives were too ambitious considering the more primary need of most programs to focus on effective communication and team building before moving on to other aspects of the TIE outreach model. Though progress was made toward each of these objectives (see section IX), the focus of the evaluation turned to immediate or short-term outcomes. Many of these outcomes were realized in the development and dissemination of tools for facilitating effective team building, as well as through the development of training modules and methods designed to improve the quality of information exchanged among individuals from different disciplines. These outcomes are described in the next section, Project Impact.

Project TIE also evaluated the extent to which the training and consultation in TIE components was effective in meeting the needs of individuals working in early intervention. One way in which this was evaluated was through trainee satisfaction with the facilitated learning experiences (FLEx) that were provided in the workshops for the various TIE

outreach modules. Table 1 lists the programs and schools which completed the TIE Outreach Evaluation Form (see Appendix B), in which individuals rated the quality and effectiveness of three areas relevant to the FLEx activities. Ratings of *content* reflected the extent to which individuals thought the objectives were explained, important concepts were discussed, quality training materials were provided and the objectives were met. *Process* ratings characterized the extent to which the facilitator demonstrated flexibility, used the time well, encouraged participation, and responded to questions and comments. *Application* ratings described the degree to which the workshop facilitated opportunities to apply content and related content to real situations. Quality and effectiveness in these three areas was measured using a three point rating scale in which 1 = needs improvement, 2 = satisfactory, and 3 = excellent. In addition, the overall training/presentation was rated on a five point scale, ranging from 1 = needs improvement to 5 = excellent.

Evaluations of the FLEx were obtained from 170 individuals who ranged in age from 24 to 64 years old (mean age = 39, standard deviation = 8). Seventy-five percent were women. Most were early childhood teachers (13%), speech/language pathologists (14%), and educational assistants (13%), but participants also included parents (7%), occupational or physical therapists (11%), nurse, doctors or other health care professionals (12%), administrators (8%), and other professionals (29%). The ethnic diversity among the participants was apparent as 66% were Anglo, 17% were Native American, 15% were Hispanic, and 2% were African American.

Table 1 shows that the average ratings from all programs and schools were consistently high in all areas, as well as overall, indicating that the FLEx were effective in meeting the needs of individuals working in early childhood intervention. Moreover, 94% of the participants indicated that they would

recommend the training to others. Some participants responded to a question asking about how they would use the information from the workshop in the future. Here are some representative quotes from a few individuals about how they would apply this information:

Conflict Resolution: "I will implement this in my supervisory skills to work effectively with staff members." "To better myself on how to communicate and get the point across." "I'll try to improve on my part of the problems that I have."

Vision, Philosophy, & Mission: "Hopefully to inspire myself and other team members." "Develop and implement new ideas." "To move toward a mission statement." "To get more focused on what can be done in my job." "To work together as a team." "To continue the process of solving problems in order to reach our vision."

Cross Cultural Communication: "To improve communication and therefore harmony." "To listen more effectively." "I will respect the cultural awareness issues and be a more effective listener among my students and my peers." "I will use it to tell my relatives and friends about what I learned." "To communicate with staff and families."

Team Building: "To organize and build an effective team/committee." "Would like to incorporate basics (the norms and structure) to our team." "In working with development teams..." "In improving current committee meetings." "To become more organized and realize it's OK to share my thoughts with my team."

Long-Range Planning: "Hopefully to define the direction of my position." "Process helpful to get all staff involved and get wide range of ideas." "To make professional and personal decisions; to bring direction to my work."

Table 1 summarizes the evaluation data only for workshops in which the TIE Outreach Evaluation Form was administered. In other workshops, participants completed questionnaires that were more qualitative (see Appendix B) and that provided feedback mainly about the training process (i.e., "Overall, the day went ..... ; The things I enjoyed most about the workshop were ..... ; What concerns do you have about the team?), rather than information about evaluation outcomes. Exceptions were questions pertaining to how individuals would use the workshop information. Here, participants' comments were

similar to those comments quoted above. In addition, the vast majority of participants expressed satisfaction with these workshops as well. For example, when asked to use one word to describe how they felt about their work together, "energized, challenged, productive, satisfied, and encouraging" were some of the typical responses. These evaluation findings suggest that the training and consultation activities of Project TIE were effective in meeting the needs of individuals working in early intervention.

Table 1. Training Evaluation: Mean (Standard Deviation) Quality/Effectiveness Ratings

Program/School Training Topic (n[4])	Content[1]	Process[1]	Application[1]	Overall Rating[2]	Recommend[3]
1. Zuni Entrepreneurial Enterprises					
*Conflict Resolution (n=13)	2.8 (0.4)	2.8 (0.3)	2.7 (0.5)	4.5 (0.5)	100%
2. Espanola Public Schools					
*Vision, Philosophy, & Mission (n=9)	2.7 (0.3)	2.7 (0.3)	2.4 (0.5)	4.6 (0.7)	100%
3. Moriarty Public Schools					
*Vision & Philosophy (n=22)	2.8 (0.4)	2.8 (0.3)	2.9 (0.3)	4.7 (0.5)	100%
*Mission (n=10)	2.9 (0.2)	2.9 (0.1)	3.0 (0.0)	5.0 (0.0)	100%
4. Navajo Nation, Window Rock, AZ					
*Cross Cultural Communication (n=9)	2.6 (0.4)	2.8 (0.3)	2.7 (0.5)	4.6 (0.5)	100%
5. Pediatrics Department, UNM					
*Team Building (n=34)	2.5 (0.5)	2.6 (0.5)	2.4 (0.6)	4.3 (1.0)	88%
6. Bloomfield, NM					
*Cross Cultural Communication (n=20)	2.6 (0.5)	2.7 (0.3)	2.6 (0.6)	4.5 (0.6)	95%
7. Preschool & Infant Evaluation (PIE), UNM-UAP					
*Vision & Mission (n=19)	2.5 (0.6)	2.5 (0.6)	2.6 (0.5)	4.4 (1.0)	NA[5]
*Mission (n=13)	2.7 (0.4)	2.8 (0.4)	2.8 (0.3)	4.7 (0.7)	NA
*Long-Range Planning (n=11)	2.9 (0.2)	2.9 (0.2)	2.9 (0.2)	4.9 (0.4)	NA
*Long-Range Planning (n=10)	2.9 (0.2)	2.8 (0.2)	2.6 (0.4)	4.8 (0.4)	NA
8. All Sites (n=170)	2.7 (0.4)	2.7 (0.4)	2.7 (0.5)	4.6 (0.7)	94%

[1] These ratings were based on a 3 point scale where 1=needs improvement, 2=satisfactory, and 3=excellent.

[2] Overall ratings were based in a 5 point scale where 1=needs improvement, 2=fair, 3=satisfactory, 4=good, and 5=excellent.

[3] Tabled values reflect the percentage of participants who would recommend the workshop to others.

[4] Values in parentheses (n) represent the number of participants who completed the workshop evaluation.

[5] Responses to this question could not be tabulated because many participants felt the training was specific to the needs of the site.

IX. Project Impact

The impact of Project TIE Outreach is apparent in several ways. Table 2 summarizes the workshops/consultations, topics, number of participants (551), and the number of children and families (2,975) served by participants. TIE Outreach staff contributed to a number of national events in ways beyond the scope of simple dissemination. They provided a NEC*TAS sponsored consultation with another EEPCD project at the University of Hawaii, and on the final day, facilitated a statewide workshop in which participants built the groundwork for a plan for young children in that state. At a workshop in California, TIE Outreach staff also shared their team building techniques with leaders from Abandoned Infants Assistance Programs throughout the country. We provided participants with tools and information to improve team building in their programs. In addition, staff demonstrated some of the techniques to 40 members of the Pediatrics Department (staff and faculty) at the University of New Mexico School of Medicine. The project director also contributed to the Personnel Think Tank sponsored by NEC*TAS.

The products and publications of TIE Outreach are described below.

- **5 Inservice Training Modules** designed to improve the quality of information exchanged among trainees:
  - *Introduction: Getting Started;*
  - *Family Module*
  - *Speech Language Pathology Module;*
  - *Occupational Therapy Module;*
  - *Healthcare Professional Module;*

  And one monograph: *Discovering Team Culture.*

- **Video Tape** *Justin* - Project TIE produced a video tape program as a team training tool for teams to explore a common framework for early intervention. Participants can apply knowledge from their own experiences as professionals and family members while following a toddler with

Table 2
TIE Outreach Workshops & Consultations

Regional Early Childhood Teams			
Location	**Date**	**Topic**	**# of Participants**
Bloomfield	8/23-24/94	TIE Model	27
	12/2/94	Communication Skills Across Cultures	27
# of families served: 101	3/24/95	Conflict Resolution	20
	5/24/95	Conflict Resolution & Developmentally Appropriate Practice	22
	9/8/95	Norms Workshop	18
	1/5/96	Feedback Workshop	22
Tiger Learning Center - Aztec Municipal Schools, Aztec, NM	8/23-24/94	TIE Model	27
	12/2/94	Communication Skills Across Cultures	27
# of families served: 55	5/5/95	Conflict Resolution	12
	10/6/95	Vision & Philosophy Workshop	10
	10/27/95	Mission & Norms Workshop	10
	11/17/95	Norms & Problem-Solving Workshop	11
Moriarty Public Schools 3-4 Year Old Program - Moriarty, NM	4/13/94	Program Goals for 1994-95	25
	9/14/94	Vision & Philosophy Workshop	17
	9/28/94	Vision & Philosophy Workshop	10
	10/19/94	Mission Workshop	15
# of families served: 80	11/16/94	Long-Range Planning	11
	1/18/95	Review of Parent Focus Group data and long-range planning	9

Navajo Nation Growing in Beauty Interim Service Coordinator Team - Window Rock, AZ *# of families served: 1,124*	1/19/95	Interviewing Skills	12
	2/8/95	Designing A Needs Assessment	12
	10/12/95	Communication Skills	12
SEED (Special Education & Early Development) InclusionTraining Project, UNM UAP, Albuquerque, NM - serving Santo Domingo, San Felipe & Zuni Pueblos *# of families served: 60*	8/14/96	Vision & Philosophy Workshop	4
Statewide Teams			
Location	**Date**	**Topic**	**# of Participants**
Preschool & Infant Evaluation (PIE) Team, UNM UAP - Albuquerque, NM *# of families served: 680*	9/94 through 8/96	Long-Range Quarterly Planning Sessions	approximately 20 @ each planning session
Early Intervention Teams			
Location	**Date**	**Topic**	**# of Participants**
Zia Therapy Center Early Childhood Team - Alamagordo, NM *# of families served: 212*	2/1/94	Conflict Resolution	8
	4/26/94	Conflict Resolution	8

One Time Consultations			
Location	**Date**	**Topic**	**# of Participants**
Taos County ARC Los Angelitos Preschool Team - Taos, NM	1/5/94	Conflict Resolution	15
New Vistas Early Childhood Program - Santa Fe, NM	3/29/94	Vision, Philosophy & Mission Workshop	17
Parents Reaching Out 8th Annual Conference - Albuquerque, NM	4/22/94	Parents as Team Members	15
Shiprock Public Schools 3-4 Year Old Program - Shiprock, NM	8/16/94	TIE Model	17
Zuni Entrepreneurial Enterprises, Inc. - Zuni, NM	8/29-30/94	Conflict Resolution	15
Española Public Schools 3-4 Year Old Program - Española, NM	9/16/94	Vision, Philosophy & Mission Workshop	14
Magic Years Conference - Albuquerque, NM	9/29/95	Honoring One Another: Experiencing Different Cultural Values and Communication Styles as Differences, Not Deficits	85
Pediatrics Department, Health Sciences Center, UNM - Albuquerque, NM	3/6/96	Team Building Workshop	40

Training & Consultation Related to TIE Model			
Location	**Date**	**Topic**	**# of Participants**
Los Lunas Center for Persons with Disabilities - Los Lunas, NM *# of families served: 180*	3/2/95	Vision Workshop	20
	3/8/95	Philosophy Workshop	15
	3/15/95	Mission Workshop	15
MCH (Maternal Child Health)	11/11/94	Team Building	20
	1/9/95	Long Range Planning	20
Project DREAMS (Developing Resources to Enhance the Availability of Specialized Services), UNM UAP - Albuquerque, NM *# of families served: 483*	6/1/95	Team Building Workshop	5
	6/22/95	Team Building Workshop	5
	7/24/96	Conflict Resolution	5
National Consultations/Presentations			
NEC*TAS 619 Midwest Work Group	10/27/93	Team Building - Issues in Training	15
EEPCD Project Directors' Meeting	12/94	Poster Session - TIE Outreach products	85
Abandoned Infants Assistance Projects: Theme Institute - Long Beach, CA	9/18/95	Calling the Circle: Building a Successful Team	20

Preschool Preparation and Transition (PPT) Outreach Project, University of Hawaii - Honolulu, HI; NEC*TAS sponsored collaboration	1/22-23/96	Consultation on Team Building	25
	1/24/96	Statewide Early Childhood Leadership Visioning Workshop	23
Family Forum at ACCH, Albuquerque, NM	6/9/96	Luncheon Speech - Team Building	15
Association for the Care of Children Health(ACCH) National Conference - Albuquerque, NM	6/10/96	Spirit at the Center: Calling the Circle and Journaling	15

identified developmental disabilities through a "typical" day. The tape includes sequences such as: self-care routines, exploratory play, social interactions with family members and others, and key transitions. Short interview segments with family members allow for additional information and insight.

- **Interactive CD-ROM Pilot** *Team Building: A Journey, Not A Destination* - This introduces TIE's team building processes. This program is intended for educators, therapists, parents, healthcare professionals, and administrators in any early childhood/intervention programs serving children birth through 5 years and their families. Through a variety of interactive, flexible learning experiences, individuals and teams discover the ingredients for building vision, philosophy and mission statements that reflect their diversity. (See Appendix A for a detailed description of the CD-ROM.)

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- Westby, C.D. & Ford, V. (1993). Professional communicative paradigms in family-centered service delivery. *ASHA Monographs*, No. 30.

For information about products or training, contact Bambi Jackson at 505/272-1854 or 272-3000 at The University of New Mexico, Training Unit/NM UAP, Health Sciences Center, Albuquerque, NM 87131-5020.

In addition, a number of the staff have served on statewide or national committees working to effect systems change. Joni Lloyd is a member of the New Mexico Interagency Coordinating Council (ICC). Gail Beam is a member of the Personnel Development Committee of the ICC and has worked on the Partners in Change initiative to develop a pre-professional credentialing system in New Mexico. Gerri Rodriguez served on the Multicultural Committee convened by the State Department of Education and the Department of Health. Chris Begay Vining serves on ASHA's Multicultural Committee.

Project TIE Outreach staff also explored non-traditional ways to gain information from diverse families. In order to encourage greater

participation by families in training, TIE conducted focus groups with diverse parents in order to learn what the schools might do to help them feel more comfortable in "professional" settings. (Summaries of an English-speaking group and a Spanish-speaking group are appended in Appendix A.)

Section VI of this report describes the evolution of the inservice training model and its use with teams over time. Here are some quotes from some individuals who have worked with TIE Outreach:

Conflict Resolution - "I think it's a much more effective team in terms of working with children. And it's also a team that can discuss conflict. Before, it was avoided. So there were issues about working with the children that people just avoided talking about, because it was too painful and it caused too much conflict. But now, if conflict comes up, they're able to work their way through it, and that, to me, is wonderful, that's the best part of it all."

Listening Skills/Cross-Cultural - "I will respect the cultural awareness issue and be a more effective listener with my students and my peers."

Norms - "One of the norms we developed was that silence meant agreement. We had just had a situation where -- actually, last week -- our site-based management committee was meeting, and we had to make an important decision , and you could feel the tension start to build within the team, because there was polarization between the two teachers, which happens sometimes with that group. The question was raised, 'Is this what we're going to do?' and there was all silence. And one of the assistants said, 'Let's all remember that silence means agreement,' and it just broke the tension immediately, and everyone was okay, and the agreement was made and we all proceeded with the meeting, but that has been very helpful for us to have those norms. Another of the things we agreed upon is that if you have a disagreement with someone else, then you can go and you can practice how you're going to talk to that person with someone that's neutral, but that you can't make judgments and you can't talk behind someone's back."

Team Building - "Valerie is a very sensitive person, and, in the course of working with us, could probably pick up different issues that were going on with staff. So we started gearing our sessions to building an effective team, because it was our feeling that if we're going to be sensitive in terms of how we work with people, how we work with children, how we work with families, then we really needed to be a good solid team ourselves, and we needed to work together. So that really was our direction and in the first year we did three sessions -- and this year we have done two sessions It's been a

really amazing difference for a this group of people to come together as a team. It has made a big difference for us."

Summary statements - "When we started the project, it was kind of like, 'Oh... this isn't going to do anything for us.' But two years down the road it has really made, to me, a big difference. So I've been really grateful for how the whole process has unfolded."

We believe that TIE Outreach's most important contribution lies in the development of an effective process for team building, which is strengthened by the facilitation technique of "calling the circle" and by applying the principle of double loop learning with our own project staff and with participants in training.

X. Future Activities

Project TIE Outreach ended on September 30, 1996. Some staff will pursue additional funding to complete the pilot CD-ROM. Products and information regarding training will be available through Bambi Jackson at the Training and Technical Assistance Unit. (See Section IX.)

XI. Assurance Statement

Copies of the full final report for Project TIE Outreach have been sent to the following individuals/offices:

- Ms. Mary Vest at OSEP (3) and
- ERIC/OSEP Special Project.

The title page and abstract for Project TIE Outreach's Final Report have been sent to the following programs:

- NEC*TAS
- National Clearinghouse for Professions in Special Education at CEC
- NICHCY
- TAPP
- National Diffusion Network
- CASSP
- Northeast Regional Resource Center
- Mid South Regional Resource Center
- South Atlantic Regional Resource Center
- Great Lake Area Regional Resource Center
- Mountain Plains Regional Resource Center
- Western Regional Resource Center
- Federal Regional Resource Center

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Appendix A

General

1) **Description of CD-ROM**

2) **Summary of Shiprock Interviews**

3) **"Helping Parents Feel Comfortable in the Schools" - article**

4) **Report on Focus Group**

   a) **Raw Data: English Speaking Group**

   b) **Raw Data: Spanish Speaking Group**

PROJECT TIE OUTREACH

Description of the CD-ROM:

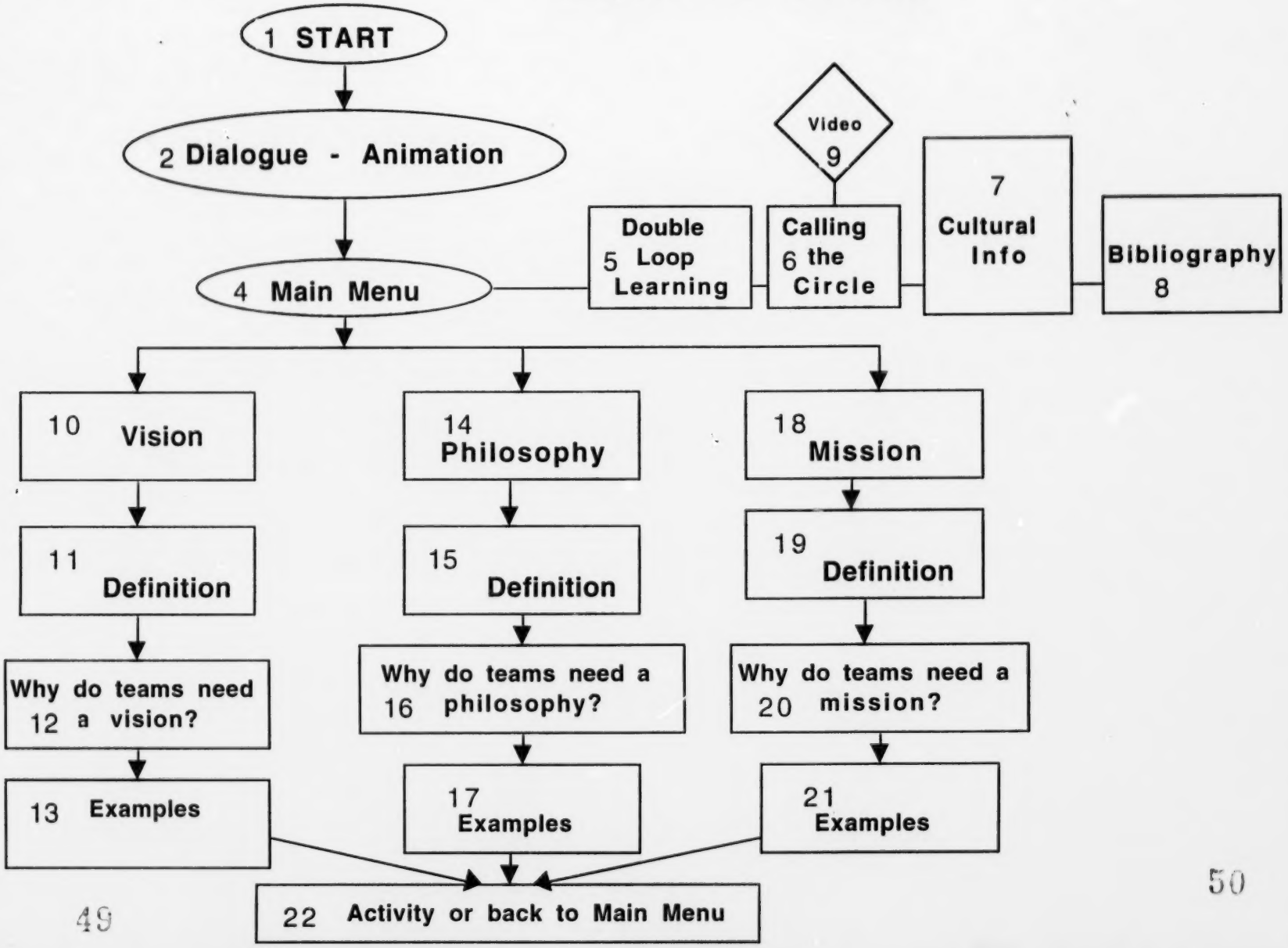
"Team Building: A Journey, Not a Destination," the CD-ROM pilot, has been developed by Project TIE staff during our third year of Outreach funding. The program comes from the collective ideas, experiences and processes of our team over a six year period of time. In our long-term, primarily rural, community-based work, we encountered challenging team building issues related to communication skills, family participation, and cultural diversity. Out of this extended work evolved a collection of flexible, facilitated learning experiences.

The program is intended to provide opportunities for individuals and teams to participate in the process of self-examination, discovery and change which leads to clear communication, new understanding and skills for more successful and satisfied team members. It is appropriate for use by and with educators, therapists, parents, health professionals, and administrators in any early childhood/program intervention programs serving children birth through 5 years and their families.

The content of the pilot focuses on the importance of vision, philosophy and mission in the life of a team. The program uses the metaphor of a carload of individuals (team) heading down the road (mission) towards a distant horizon (vision) -- their ultimate destination. Along the way, the "team" is guided or kept on track by the fences (philosophy) which border the road on their journey. Other tools for the team's journey, such as examples of interactive activities related to development of vision, philosophy and mission statements, "double-loop learning" and "calling the circle" are found in the trading post. Viewers are given open opportunities to explore the landscape graphic with their mouse in whatever way they choose.

Due to time and funding limitations we were not able to complete the full scope of the program. The expanded version of the program would include topics such as: Why team building?; Communication Skills; and, Conflict Resolution. Additional interactive activities would provide opportunities to engage in or practice with these topics.

Project TIE: CD-ROM



SUMMARY OF SHIPROCK INTERVIEWS
FEBRUARY 13-14, 1995
by Valerie Ford & Gail Beam

Interview with Dr. Bippus, School Superintendent at Central Consolidated School District

What the district is planning to involve parents:

1. Voting on curriculum. The number one goal of the district is to improve parent involvement. Parents will have to vote on and approve the proposed curriculum; they expect to have 35% or 40% participate in the voting process. Ballots will be numbered and sent home with kids. They will be asked if there is anything else their child should know and if there is anything offensive in the curriculum. He wants the curriculum to teach Navajo culture, history and language.
2. Teaching common knowledge. Up until now, parents have felt their involvement is token; they believe their input is not really desired. Dr. Bippus wants to identify the areas of "common knowledge". This is content that all parents know and could help teach their children. For example, in the district, children's lowest scores are in basic vocabulary. Parents could teach their children words in the food category like french fries, potatoes, etc. Parents also could help teach Navajo culture, history and language.
3. Experiencing school events with children. Dr. Bippus would like to encourage families to attend school events such as the Christmas party or field trips and then discuss the events with their children.
4. Children teaching parents what they have learned. Dr. Bippus believes an outcome based curriculum is effective. Children will take home what they have learned and teach their parents. If they can't teach their parents, they haven't learned the material. There will be books with the curriculum that the parents can check to indicate their children have taught them the information.
5. Having a volunteer parent coordinator in each school. The coordinators are local Navajo speaking liaisons who do home visits and personally invite parents to participate. A liaison takes Dr. Bippus to Chapter House meetings and introduces him. He can share school information with them and he implements ideas they suggest. Everything is translated at these meetings. (He also mentioned a Pow Wow for parental involvement, with squaw dances to bring people together for healing purposes.)
6. Encouraging staff to participate in community activities. Seventy percent of the staff is Anglo, and most live off the reservation. (The administrative staff is all Navajo except for two anglos.) Dr. Bippus lives on the reservation. He is out in the community a great deal attending community activities. He believes they need to see him in a relaxed atmosphere. He would like more of his staff to emulate his behavior.
7. Building new schools with input from medicine men. The district is getting ready to build three new schools with medicine men's input. For example, the buildings will be built so that all motion goes in a clockwise direction and the entrances will be in the east. They will use triangles, circles, squares and rectangles, all of which are sacred shapes.
8. Providing Navajo food at nearly all functions. Navajos like potlucks; they like to bring food to share. Therefore, snacks and meals are a part of school events. Navajo food, as well as hot dogs and cokes, is sold at sports events.
9. Demonstrating servant style. Dr. Bippus states to community members that he and his staff are there to serve them. He tells them that if he is proposing something that they don't want their kids to do, then the district won't do it. For example, when he got the children to clean up after the Navajo fair in Sept., community members were upset. Prisoners used to do this, but all prisoners had been released because of lack of funds. Some thought it was inappropriate for the children to do it, especially without getting paid. Dr. Bippus said that if they didn't approve, it wouldn't be done in the future. He explained his reasons for doing it:

it was important to care for their community and not degrade Mother Earth, and it was good for the students to see a beginning and an end (aftermath) to an event.

10. Respecting taboos. All new staff receive training and a booklet explaining taboos that might create cultural conflict with the children. The booklet was written by Navajos. This is important because there are more traditional than westernized Navajos in this district.
11. Involving parents on all committees. All schools have a parent advisory board, and every committee must have parents.
12. Advertising on KNDN in Navajo. Most people in the community listen to this station (660 on AM dial - can't hear in the city).
13. Understanding that most Navajo parents went to BIA schools. Their parents were not allowed to be involved in their schooling. In fact when these parents were children, they were forced to give up their language and culture. These parents had bad school experiences and don't believe they should be involved in their children's education. Patience and working over a long period of time to overcome parent's negative attitudes is required by Anglo staff.

What doesn't work:

1. Don't do things in large groups.
2. Signs and posters don't work very well, because some parents can't read.
3. Sending letters home to kids doesn't work well unless they are addressed personally to them. (Dear Parent: is ineffective). They should be concise and use pictures.
4. Questionnaires or surveys are not very effective.
5. Translating written information into Navajo doesn't work because most cannot read or write Navajo. (Navajo is only recently a written language.)

Suggestions for how we might get information on how to involve parents:

1. Interviews one-on-one (20 good interviews better than 100 surveys).
2. Focus groups. (Get names from most powerful people in the community of whom we should include.)
3. Use direct contact, not written invitations.
4. Chapter I would be a good source for names of parents.

Interview with Glojean Todacheene, known as Mrs. "T", (Principal, Mesa Elementary) and Pandora Bidtah (3rd grade teacher at Mesa & Chair of Alpha Committee re: Parent Involvement for Central Consolidated Schools)

General Information

The district is composed of 4 communities with approximately 4,000 students including high school enrollment. Fifty percent of Glojean's staff are Navajo. There are 595 children grades 3-5 at Mesa Elementary School. There are 40 teachers and 32 noncertified aides, 4 Hispanic, 18 Navajo and 18 Anglo, 10 men. Glojean has been in her position as principal 3 years. Her first year was very difficult both as a Navajo and as a woman. Staff demonstrated bias toward her and made her job very difficult. However, most of these problems seem to have been resolved. Pandora chairs the school's parent involvement committee and the district's parent involvement committee. By serving on the district committee, she has discovered that each school has a different definition of parent involvement.

Things that are being done to involve parents:

1. Sending home book bags. One school plans to send home book bags. There are questions attached to library books so parents can ask their children questions about the book.
2. Having potlucks. This school has parent potlucks once a month for different groups. For example--babysitters' day, moms' day, dads' day, grandparents' day.
3. Having parent/student swap. Parents and students exchange places, and parents go to school for a day.

4. Having poster theme of parents as first teachers. There is a gap in what parents believe and what the schools want to accomplish. Parents believe it is the teacher's job to teach and, as parents, they shouldn't interfere. The teacher is the expert. So next year the school will use posters to emphasize that parents are the first teachers. The task is to reeducate parents so they understand that parents and teachers working together is the best education for their children.
5. Recognizing "historical trauma" and reeducating. The boarding school history makes it difficult for parents to participate. There is a belief among some Navajo parents that white is better, so they prefer a white teacher and encourage their children not to speak Navajo. Along with Boarding School experiences, certain Christian religions have put down Indian culture, and one Navajo Christian minister even said to Mrs. T. that "The Navajo way is the way to hell." This "historical trauma" needs to be addressed. The first generation was denied its culture and language; the next generation (these parents) carried around a lot of guilt; and the third generation (these children) are getting "the tail end" of the problem and may not have a strong sense of identity and/or be confused. There is wide variation among the people. Reeducation will be a long and difficult process. Richard Ironcloud believes they need to have training for all staff on this topic of "historical trauma."
6. Making parents feel welcome at school. The major task of teachers is to make parents feel comfortable, important and welcome. Parents need to know that their input is valued.
7. Using language that creates relationships. Using clan names helps create relationships. Most people are related through clans in one way or another. By introducing oneself in terms of clans helps to break down barriers. Once they know the clans, Navajos may greet one another in terms of these other relationships (e.g., "hello, grandmother"). Introductions at the beginning of the year in assembly is one way to do this. These introductions establish trust and respect. Anglos can introduce themselves as non-Navajo using the Navajo word for this -- Bilagáanaa.
8. Sending personal letters at the beginning of the year. Pandora writes to each parents saying that she needs their help. She introduces herself and requests their help.
9. Giving time to parents when it is convenient for them. No matter when a parent comes to school, they need to feel support. Teachers need to demonstrate enthusiasm about their presence.
10. Assigning parent a job. At the beginning of the year when parents come to register their children, there is a sign-up sheet that they are encouraged to sign. They need to know what is expected of them at the beginning of the year. This year there have been too many expectations and too much variety. They should be asked to help at home and do one other thing each year.
11. Having happy grams. These are notes that encourage parent participation. For example, "I saw 3 parents in Ms. Brown's room last month."
12. Providing incentives to children for bringing parents to school.
13. Having raffle tickets at PTO meetings. Tickets are raffled for movies, sports games etc. Or tickets are given to parents who have helped the most.
14. Using good social skills and having a warm personality. PR skills are a key. If a teacher reaches out to parents it makes a difference. The first contact is very important.
15. Finding ways to encourage teachers to include parents. Glojean believes that teachers should receive merit pay for working to include parents.
16. Using KNDN to advertise. A lot of grandparents are raising children. They don't read, so the radio is a good avenue.
17. Sending articles on the back of each month's calendar reaches some parents. If they can't read it, they will often come to school as ask what the article said.
18. Having evening functions works best. Parents can't get to school before 7:00. Children must be accompanied by parents in order to participate.
19. Being creative is key. Parents like a lot of hustle/bustle.

Things that don't work:

1. Lack of interpersonal skills.
2. Lack of openness. If the teacher is afraid of being observed and critiqued about style s/he can't learn how to be more responsive to parents.
3. Sending home notes with kids.

Ways we can involve parents:

1. Individual interviews behind closed doors to ensure privacy and comfort. Parents will share with a person outside the community if they feel safe.
2. Focus groups will work.

Interview with Rena Henry (Principal) and Angela Henry (Parent Coordinator) at Naschitti Elementary School

General Information:

Rena has worked at this school for 21 years and has been a paraprofessional, a teacher, and, for the past 14 years, principal and administrator for the Title VII program. The school has 130 children k-6. There are 10 teachers, 5 Navajo, 5 non-Navajo. There are 3 men, one Navajo and 2 non-Navajo.

Rena began the interview by talking about parents' past attitudes toward school. She said that they have had a very negative attitude toward school. When they were in school, they were told their language and culture were not important. Their school experience was negative. So they have sent their children to school because they have to, but they have had no ownership of the school and they have had nothing to say. They don't know what their involvement is supposed to be, and they believe that somebody else (teachers) will teach their children. Teaching is not their responsibility. These attitudes are beginning to change, and now there are some parents who are becoming involved. This school has more parents participating than any of the other schools. Eighty percent visited Open House in the fall.

Things that are working:

1. the parent volunteer program (this is first year for PTO)
2. parent workshops, translated into Navajo late in the evening (7:00 p.m. or later)
3. parent coordinator in each school
4. home visits
5. serving food (school provides main dish; parents bring side dishes)
6. making contact with parents at registration
7. booster club (tied to basketball and other sports prog. & meets once a month)
8. getting kids to tell their parents that "the school belongs to them"
9. getting excited when parents visit
10. having parents read stories to children before school
11. "Let's Make a Difference Day" on Oct. 21: Two teachers and four families helped clean up school grounds, paint, etc. They filled out a nationwide contest form. First prize is $25,000.

Wish list:

1. Money for transportation for parents to bring them in. ($2.00 or $3.00 each would help.)
2. Money for coordinators to buy gas for home visits.
3. Money to create a parent room devoted to parents with snacks, coffee, and reading materials.
4. Money to take parents on field trip, such as to the planetarium in Farmington.

Helping Parents Feel Comfortable in the Schools

By Gail Beam & Valerie Ford

We recently travelled to the Shiprock area to meet with several individuals in the Central Consolidated Schools to ask how they get parents involved in this district where the great majority of students are Navajo. We met with Dr. Stanley Bippus, the "new" Superintendent, whose term actually began nearly in April, 1994, when he came to Shiprock from Alaska, where he had worked in every single area of the state except the Arctic.

We also met with Ms. Glojean Todacheene (Mrs. "T"), a Navajo educator who is in her third year as Principal of Mesa Elementary School in Shiprock, and who, incidentally, we heard about on TV when she was selected as one of "Mr. Rogers' Heroes"; Ms. Pandora Bidtah a third grade teacher at Mesa Elementary, a former student of Mrs. T's, and chair of the Parent Involvement Committee for the district; and Ms. Rena Henry, who has worked for 21 years at Naschitti Elementary School, beginning as a paraprofessional, and eventually becoming the Principal, a position she has now held for 14 years. Ms. Henry is considered a real expert on the cultural conflicts that Navajo children can experience, and she is the one who trains all staff new to the district (including Superintendents!) each fall. We also talked with Ms. Angela Henry, the Parent Coordinator (volunteer) at Naschitti Elementary.

The number one goal of the district is to improve parent involvement, and numerous efforts are underway and being evaluated. We'll share with you the experience of the individuals we interviewed, and we will update you in the future about what the district learns from its current efforts.

There is some background information to help you understand why the district is working so hard on parent involvement. Because so many grandparents, and even some parents, of current students were required to go to Bureau of Indian Affairs (BIA) schools, and, in the process, were also required to "give up" their language and culture, they had negative experiences with school. Since their own parents weren't involved in their education, some believe that they shouldn't be involved with their children's education now. Some believe that "it is the teacher's job to teach — not mine." While the people with whom we talked don't believe that parents should have to "take over" teaching responsibilities, they would like parents to see that they are the first and most important teachers of their children, and they would like parents to feel comfortable as visitors and/or volunteers in the schools. They believe that children's education will be strengthened by a strong partnership between parents and schools.

Here are the things that are working for them right now:

1. Find a volunteer parent coordinator in each school. This works best when the coordinators are local Navajo-speaking parents, who are comfortable visiting families' homes and personally inviting parents to participate.
2. Encourage staff to participate in community activities. It is good for the local residents to see the professional educators enjoying the community in a relaxed atmosphere, etc.
3. Have potlucks often — for various special occasions, e.g., grandparents' day, babysitters' day, etc. It seems to work best to ask people to bring food rather than for the school to provide it all. At Naschitti Elementary, they often provide a main dish and ask the parents to bring side dishes.
4. Serve traditional Navajo food at school events, along with the typical fare of hot dogs and cokes, etc.
5. Advertise school events to which families are invited on local radio stations (In the Shiprock area, they use KNDN in Farmington).
6. Send letters through the mail, instead of with the children, addressed personally to individual parents (no "form" letters), asking for specific help.
7. Hold a "welcome" or Open House at which the teachers introduce themselves formally, describing their relationships (as Navajos would do in describing their clans) and

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their experience. It is very helpful to have such meetings interpreted, so that families can get the information in either English or Navajo.

8. Decide on expectations or requests for parents for the whole year, if possible. Don't have too many, and be very clear about what these are (rather than continuing to add to the list all year long). Make contact with parents at registration. (One idea for parent involvement at Naschitti was to ask parents to read aloud to children in the morning during the breakfast program!)
9. Provide incentives for parents coming to school, e.g., students get points, offer raffle tickets for movies, sports events, etc.
10. Hold parent events in the evening, giving parents adequate time to get home from work and make it to the school. If the event is for students **and** parents, require that students be accompanied by a parent in order to attend.
11. Show your respect and excitement when parents do come to school. Even if it is not a good time to stop class and talk with a parent, introduce him or her to the class; invite him or her to sit down and observe until you can talk. Teachers must have excellent interpersonal skills and must be patient and warm in helping families to feel comfortable.
12. Have parent-student swap. Parents attend school in place of their children for a day.
13. Send home "book bags." Attach a few questions to the library books so that parents can ask their children questions about the books they are reading.
14. Include parents as members of all school committees.
15. Learn about the culture(s) of the children and families in your schools. Provide training for staff. This district is designing new schools with input from traditional medicine men.

We appreciate the time that these individuals from Central Consolidated Schools spent with us, just as we appreciate the gift of their ideas. We enjoyed hearing so many positive ideas, and we've been invited back to hear the results of the district-wide Parent Involvement Committee's efforts later this year. We'll keep you posted.

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REPORT ON FARMINGTON HEADSTART FOCUS GROUPS
Conducted on May 16, 1995
by Valerie L. Ford and Maru Hartman

Purpose

TIE Outreach has been working with the Aztec and Bloomfield 3 and 4 year old program staff for the past year. Both programs have expressed a desire to learn more about ways to involve parents in their programs. TIE staff believed they could not provide adequate information to these programs without consulting parents of 3 and 4 year old children in the Farmington area. The purpose of the focus groups that were conducted was to gain information from parents about their present involvement in their children's programs and to elicit ideas about how to involve parents effectively in the future.

Study Procedures

A. Arrangements with the Director of Head Start

Project TIE staff contacted Patti Smith, the Director of Head Start in the Farmington area and asked if we could solicit parents whose children are in the Head Start Program for the focus groups. We also requested that she be our contact person for these focus groups. We told her that, in exchange for this help, we would provide a report of our findings to her. She was excited about the possibility of learning more about parents' perspectives of involvement and agreed to be our contact. The following items were discussed:

1. We agreed that there should be one focus group in English and one in Spanish because of the large number of Hispanic children in the Headstart programs.
2. We agreed that the parents should be paid a $25.00 stipend for their participation.
3. We discussed the types of parents we wanted in the focus groups and agreed that we wanted parents who were on their Policy Council, parents who were involved but not on the Policy Council, uninvolved parents and parents who had older children who were already in the public school system (preferably in kindergarten or first grade).
4. Ms Smith agreed to assume responsibility for the following:
   - -getting a room,
   - -planning snacks,
   - -passing out a flyer in English and Spanish informing parents about the focus groups,
   - -having Head Start teachers follow up with parents to see if they were interested in participating,
   - -deciding from among the volunteers the parents who would be the best choice in order to meet all of our criteria,
   - -making arrangements for childcare

-providing us with transportation to and from the focus group location,

-getting names and phone numbers of those who agreed to participate to TIE staff so we could confirm their participation.

B. Designing the Flyer

The parent on the TIE Staff, Ms Joni Lloyd, designed the flyer, with input from other members of the staff. Ms Hartman translated the flyer into Spanish. The flyer included when and where the focus groups would be and indicated that there would be stipends, refreshments, and childcare. Both versions were sent to Head Start for distribution. (See Appendix A.)

C. Designing the Questions

At a TIE Outreach meeting, Dr. Ford asked for input from the staff regarding possible questions. The staff did a brainstorm, and ideas were recorded. Then Dr. Ford designed a set of draft questions and discussed them with Ms Hartman. A second draft was sent to several members of the staff for input. Dr. Ford, in consultation with Ms Hartman, then developed the third and final draft. Ms Hartman then translated all the questions into Spanish. (See Appendix B.) Each group was asked the same core questions; they were designed to become more specific as the session progressed. Additional questions were asked as necessary to probe various issues.

D. The facilitators

Dr. Ford, who has had experience conducting focus groups, conducted the English-speaking group first, so that Ms Hartman, who had not facilitated a focus group, could observe. Ms. Hartman also took notes of the first group. Immediately following, Ms Hartman conducted the Spanish-speaking group. A Spanish-speaking person observed and took notes. Dr. Ford also observed and was available for any questions that Ms Hartman had. Both groups were audiotaped.

E. The participants

Ms Smith chose 10 parents for the English-speaking group (with three names as alternates) from over thirty volunteers. Nine Spanish-speaking parents volunteered. All of the names were sent to us with telephone numbers, so that we could contact them and confirm their participation. In both groups, several people who had indicated to us that they would participate did not come, and several unexpected people appeared. There were seven persons in the English speaking group (two of whom were Navajo) and 10 in the Spanish-speaking group. In the Spanish-speaking group it was clear that several of the participants knew each other well. It was also clear that at least some of the Spanish-speaking participants did not know about the stipends and could not understand why they were being paid to participate.

Results

There was a major difference in the areas of focus as the two groups responded to the questions. The Spanish-speaking group wanted to focus on experiences of

discrimination and mistreatment by the schools including language barriers, and they often found ways to weave this information into the question topics. For example, one of the Spanish-speaking moms said, "I had a bad experience with my child's teacher [in public school]. The teacher said that my child spoke a lot in Spanish in the class, and she did not want that. I explained to her that Spanish is all we speak at home." The teacher told her to transfer her child to a school where they speak more Spanish, saying, "There are a lot of Mexicans there."

Closely related to the difference in focus was the difference in the Anglo parents' and Hispanic and Navajo parents' memories of their own early schooling experiences. These differences may be clues to how to include parents from diverse cultures in their children's programs. The Anglo parents remembered having fun as well as being scared, while the Navajo and Spanish-speaking parents remembered abusive and hurtful experiences. For example, one of the Navajo dads remembered breaking his hand in school and when he tried to tell the teacher, she forced him to write anyway before he was finally taken to the hospital. One Spanish-speaking mom originally from Mexico said, "Teachers would hit us with brooms or rulers; they would actually break these brooms and rulers when hitting us." If parents' school histories are fraught with these memories, they might need very special kindly attention and persistent invitations to participate in the school experiences of their children.

Following is an analysis of responses to the key questions that were asked:

What makes you feel welcome in school?

Both groups of parents focused on the teachers' attitudes. Their attitudes are reflected in how the parents are greeted and treated when they come to visit ("When I go in they're wonderful; they always smile; they greet you at the door 99% of the time. They listen to anything you have to say.") as well as how the teacher talks about and demonstrates an interest in their children. It is possible for the teacher to be very pleasant and still convey to the parent that she does not want the parent to stay long (She's very nice, but she's waiting for me to leave.") Parents talked about the negative side of this as well as the positive, and several parents talked about teachers having "an attitude."

English speaking parents focused on the school atmosphere ("it's nice to see your kids' pictures outside the classroom on the wall") and on the importance of having helpful specific things for them to do when they arrived. Spanish-speaking parents spoke about the importance of being able to understand in their own language when their child is having a problem.

What would need to happen for you to participate more than you do now?

In both groups parents spoke of personal barriers to participation: transportation, working full-time, the needs of other children, other school meetings scheduled at the same time, and language barriers. For example, one mom said:

"I don't have a car. I also have a child that is receiving therapy at home, and sometimes they change the schedule."

How do you get information from school about activities, meetings, etc.?

English speaking parents listed the following ways:

newsletter
the mail
a calendar
parents' notes sent home with the children (these get lost)
last minute notes (it's too late to plan)

Spanish-speaking parents talked about how Head Start notifies them. They receive a note, and then a reminder call. The bus driver is also a key source of information regarding Head Start activities. He often helps parents communicate via the bus radio.

What are some good ways for the school or Head Start to get information to you about opportunities for participation?

Both groups of parents expressed the importance of knowing about activities early enough to plan. In the English speaking group there was a discussion about having notes mailed home. They decided individually mailed notices were too expensive and thought perhaps a parent mailbox at the school would be helpful. Parents could pick up the information at school. They agreed that if parents are in the school, they get the information and some concluded that parents have to be assertive to get information. They suggested a return answer be requested from parents so the school could track who is getting the information. If parents indicate an interest in helping, they need a follow-up call. They also suggested a parent telephone tree so that parents get to know each other.

Teachers and/or a volunteer coordinator spending time finding out what parents' interests are and then giving them information about how to share that interest was also noted as a way to involve more parents. Having parents fill out an interest list would be one way of gathering this information. Several parents talked about the effectiveness of receiving a letter from a dad requesting help to fix the playground.

What examples can you give of parents' ideas and talents being used in your child's school?

Parents listed the following examples:

the playground
parents from different cultural backgrounds sharing information, food, & clothing.

contributions from community businesses solicited by parents

What ideas do you have for getting more parents involved?

Both groups suggested the following:

-coordinate events in different schools (public schools and Head Start) so they don't happen at the same time
-make parents feel welcome
-provide bilingual communication (both written and verbal)
-have parents invite parents

The English-speaking group suggested the following:

-understand that some parents are too busy to volunteer
-be sure that parents know they're needed or wanted
-parents should have power in the decisions of who their teachers are
-hire a parent involvement coordinator who can concentrate on this
-offer opportunities to other family members if the parents can't volunteer
-give a variety of options; maybe some parents don't like working with kids but would like to help in the office or do yard work
-use the diversity of the parents' interests to create the options
-get parents to fill out an interest list
-do home visits
-do interviews with parents at the beginning of the year to explore where they would like to be involved
-if a child is having a problem, involve the parent
-parents need to communicate their desire to be involved and be assertive when they are dissatisfied
-have a Policy Council that empowers parents
-help family as well as child
-sign out sheets help with contact

The Spanish-speaking group suggested the following:

-provide transportation
-show respect for all cultures
-have more festivities about ethnic groups
-provide childcare
-teachers need help with "attitude"
-principals need to be available when problems arise and need resolution

In conclusion, the TIE staff would like to thank Ms Smith and the Head Start staff in Farmington for making these focus groups possible. Without their help we could not have managed these events. We believe the information we received will be very valuable as we plan workshops with 3 and 4 year old public school program

staff on how to involve parents in their programs.

FARMINGTON ENGLISH SPEAKING FOCUS GROUP
May 15, 1995
RAW DATA
Conducted by Valerie Ford

Memories
Anglo - being in H.S. - making a picture - a rabbit with Cherrios - singing "I'm a Little Tea Pot" - alone - so embarrassed; smell in cafeteria - riding bus
Navajo male - day school - doing high jumps - broke hand - told teacher he couldn't write - forced me to - long ways to hospital - arm broken
Navajo - got on bus (huge) didn't want to leave my mom - didn't talk English - missed my bus - who can I talk to? - had a big tag on my dress - started walking - oldest brother found me - just walking down the road - didn't know where to go - so lucky my brother found me
Anglo - started kindergarten - didn't want to - I was scared - I had fun
Anglo male - 1st grade - got in trouble 1st day - left handed - made me use right hand - stick my tongue out - sent to office - dad went to school with him - said let him use left hand
Hispanic - H.S. in Cuba - graduation - hitting little boy on the head
Anglo - one came in late - didn't want to share

What made you feel welcome?
Mike - felt unwelcome in son's H.S. - felt welcome at McCormick - attitude: principal's, teacher's, counselor's - how they greet you
Female - atmosphere - see dinosaurs - appealing - you know teachers are interested - I've heard Farmington H.S. is drab
Mike - teacher defensive - "You son has an attitude." - Mike angry
Female - nice to see your kids pictures outside classroom on wall - has child in 1st grade and kindergarten at McCormick - in 1st grade I don't feel welcome & in kindergarten I feel welcome - first grade teacher just stands there - she's very nice - she's waiting for me to leave - It's this attitude of what am I gonna want out of her - what am I doing there situation - in kindergarten they not only welcome you to come in and participate in the classroom with the kids - they schedule it - "Would you like to come & help once a month?" - they give you specifics - "Would you like to cut this out?" - they make you an active participant - I feel very comfortable - If I want to go in the class & sit & color, I can - When you come in on that day they have things for you to do (some heads nod) - In 1st grade you don't feel like you can help or you're needed...
Female - 2 kids in H.S. - When I go in they're wonderful - they always smile - they greet you at the door 99% of the time - they listen to anything you have to say

The attitude of the people when you come in & they're glad to see you (uh-hu) want your participation
If you feel the teacher has an interest in your child it makes you feel welcome - child in 3rd grade - teacher nice but didn't pay attention to kids - she was there to talk and that's it - she wasn't on a personal basis with them - and the teacher she has now, she knows everything there is to know about my daughter - and I can go in there & sit down & talk to her with no problem at all - she welcomes me, she smiles, she's friendly - last year she wasn't on a one to one with anybody

Personal individual relationship
When they're kind enough to talk to you as a person and ask you are you ok? - you're more energetic

Ways you're involved:
I work full time so it's kind of hard to get really involved - I let the teachers know if they ever need me to bring anything or to do something for them that I can do out of the classroom itself, I'm

available & a lot of them do call - I'll even go to work late if I'm asked to do it - I call in and say "my kids come first - I'll be an hour late - I need to go to school."

Navajo - I like to work with kids - tells story about her 4 kids and how they do in school - works at Aztec H.S. as paid volunteer parent - all the H.S. teachers work really hard & need extra help - I always feel welcome there - I can see what needs to be done

What would need to happen?

I was working full time & I didn't get involved - It's hard to get some of the parents involved because if they're working full time & have to go home & cook supper & take care of the kids it's hard to get involved - Cut hours down now - I'm pregnant - One of the meetings I went to was frustrating because there was so much commotion trying to prepare what we were gonna do to raise some $ for graduation - the tension was terrible - There was no authority that could lay it down right - It was people talking & talking but it was going nowhere - And going to that meeting made me feel like getting involved because I have some sense - I'd like to get into it more

When you work full time - not enough hours in the day - heads nod

A lot of it is how you ask the parents - letter I wrote to the dads to get us some help on the playground - I was blunt to the point - come on dads

An approach makes a difference

Let them know it's for the kids, they'll come - freezing cold - 30 showed up - worked all day - letter came from father - not H.S. - parents ask parents - there needs to be organization - the missing link - they can't get the info from the administration to each individual parent - there is that missing link - they all sit there & say this is what we need - we need to make the parents feel comfortable - but they don't get out to all the parents

(Several agree)

Mike says parent involvement coordinator helps - All the parents need to know what happens - Administration can only deal with so much and the people who tend to help are the people they tend to ask - They don't reach out to all the other parents who are sitting there waiting to help but really don't know where to go, what to do, or how to get there - Each parent needs equal info - They don't know they're needed - They don't know they're wanted - They need to be asked

How do you get info?

- newsletter
- the mail
- a calendar
- parent's note
- last minute notes -often

They need to do planning at the beginning of the month and let the parents know - Not near as bad here as it is at the public school - Parent meeting scheduled for Wed. night, another school on the same day sends note of Wed. night meeting - can't be 2 places at once

Not any coordination

Each for their own - I can't be 3 places at once - I'll just stay home - Several in the group agree and give examples of conflicting events - In public school they leave it on the kids a lot - They'll give the kids a note and you can find it in the backpack 2 months later - I would prefer to get it in the mail - That way I get the mail - They leave too much responsibility - I know they need to learn - A lot of times we need to know ahead of time

It would be very expensive to mail out to each child for everything - think about the cost - I think maybe once a month a calendar to maybe each parent & then individual notices a parent could

pick up maybe once a week or something - A box for parents to get info - If parent wants to know, they'll pick it up

Tell me about coordination - Does the parent coordinator do anything besides notes?
She calls me directly, but I'm on the policy council & I do a lot of coordination

All I do is just get letters - increase in lit. sent home - more info out

Even memos

Wife first-hand source

If you're in & out you get info

A lot of parents won't ask or they'll just assume if they want me to know they'll let me know - that's hard - I stick my nose where it don't belong - I find out what's going on - A lot of people won't do that - probably be best to call around

What are good ways to get info?
Maybe they should ask for a return answer - Instead of just sending a letter saying we need your help - need signature saying yes I'll help or no I won't - maybe call them after they say they would help

yes/no box
What about networking between parents - Somebody calls me and I call 5 parents and I talk to these parents every time and they call people on a more personal basis - So you actually get to know these people - You know their name, you talk to them directly - Example: I have no trouble getting council reps because I talk to them - You don't want to be involved if person isn't friendly - A lot to do with being friendly with the parents, communicating with them nicely to get their involvement - In Aztec first year I didn't even know a policy council existed - Then Rhoda said you'd be really good for this - Why don't you find out more about it? - One dad was a real good artist - She went out to the car and said we need some art work - How would you like to come and draw a poster for us? - She took the parents' good qualities & incorporated them into reaching them to pull them in to help

How did they find out about art talent?
They ask - For one thing they do home visits - They have a parent interest list they fill out - What you're interested in learning more about, what your interests are at the very beginning when you register your child - They ask a lot of personal questions about what you would like to do - what your goals are - This big old giant list of everything - So that could be developed into reaching different parents & pulling them in to help - It doesn't only help the kids - It helps them - When you help the parents you're helping the kid

Is it up to the teacher to get info?
No, it's like Michelle and those people - The family coordinators personal files - They're the only ones who see the files, so I don't know if it gets to the teachers - the teacher of your child has your file so they could I guess look, but I don't know
At public school they don't care what you do - In my kindergarten, teacher sends home a form and asks: tell me how you discipline your child; what your child likes; what your child doesn't like; and other things about your child - I write it and send it back - she remembers and it's important to her - In 1st grade they don't ask you anything about the kid - they don't care about the kid - I told kindergarten teacher a lot of things that would have helped in 1st grade if they had asked

If public school would do what H.S. does it would help

The big thing is the teacher has to take the time to treat that child as an individual, not just as a student # so & so

In the public schools maybe the teachers just don't enjoy their jobs - Maybe they've done it too long or dealt with too many kids - they don't have a good attitude - Sometimes you come across a nice one that your kid likes and the kid does good - Maybe they ought to have some kind of counseling or services for the teacher to let their frustrations out

Back to attitude

Needs to be personable - letter to parents that has to be returned - telephone tree - volunteer coordinator - parent's interests list

5 years ago interest list would be impossible - now with computer and computer recall it's entirely possible/probable

Computerized program

Examples of ideas/talents being used:

1. look at the playground
2. culture - different parents have input on their cultural backgrounds
3. nutrition - food that parents prepare and food schools prepare - exchange recipes - show kids how to make tortillas - parent will offer - I know how to do this - OK - come on in
4. I do a lot for school - Jump rope for Heart - I asked teacher are they gonna have drinks - she said they're going to bring their own water bottles - I said what about the kids that don't have water bottles - So I went out & got cups donated from McDonald's - She said this was such a great idea - so simple

Most people - all you have to do is ask them - like McDonalds - H.S. uses donations a lot - public schools don't use it as much until they get up to the H.S., then they do

Sense of Membership

For playground - got 130 pizzas, 5 cases of soda from 7/11 - donated - the public schools don't' involve their community as much - Head Start will offer you food, P.S. will not

Repeat?

Help Ruthie with her lesson plans - look for multicultural things at garage sales - bring in dress up clothes - we have power to do that - do you have power/influence? - sure. You feel welcome here - the teachers make you feel welcome - the kids are happy here - and it shows

If you have an idea & voice it, staff says yes, let's try it

In public school you get nowhere - There's no one to help you, no one to go to - that's where the parent involvement coordinator would help - In public school you feel like they're looking at you like what are you doing here?

It makes you feel needed even if its would you mind reading a story while I go have a break - Would you mind wiping that table off? - anything

No matter how little they (businesses in communities) help it's appreciated

What ideas do you have for getting more parents more involved? We want to tell 3-4 year old programs what they can do.

1. have to make them feel welcome
2. honor that some parents don't have time - both working, it's tough
3. parents should have power in the decisions of who their teachers are, because I have actually seen bad things at the public schools - I'm told, just make sure your child doesn't get that teacher - They don't care that some other child is gonna get that teacher & that teacher is being horrible - I witnessed something very disturbing - I told some other teacher about it - They told me, just make sure your child doesn't get that teacher - That's how

come you should be involved - They didn't care about the kids - It's like just look out for your own - That really upset me - Someone wrote letter of complaint to superintendent - It was put on their record these people are having family problems - Recounts what happened - You feel completely helpless that nothing's gonna be done - You have no power in public school - At H.S. I know I have power

How do you know?
I'm on Policy Council and I'll make sure it gets taken care of - If any parent came in & told them about something that happened we'd look into it, it would be addressed
Policy Council meetings are open to everybody - if they've got some input or something they're worried about, we need to know about it - That's why we're there
That's stressed - At the school you have nowhere to go, nobody to talk to, that teacher can walk right over you & there's nothing you can do about it and they know it - and that's very discouraging because then you feel like you really can't get involved - What' the point?
It's like why should I get involved if it's not going to do anything for my kid
Right
I'm thinking about keeping my 13 year old home next year and home schooling him - tells about bad teacher

What are other things public school could do to get more parents involved?
What about offering it to not only parents but other family members - maybe an aunt would be really interested - maybe she doesn't work & maybe you do - Maybe they don't have kids but they would enjoy something like that

Giving parent something to participate in in the classroom - If they don't like working with kids maybe they could help in the office - yard work - You've got parents of all different types - that would like to help in all different areas - That's what's making H.S. work because not everybody likes the same thing & we utilize that

So you use diversity of parents?
Right
Parent Involvement Coordinator - heads nod - If you had 1 person do that whether she's a volunteer or paid
If somebody tries to do 6 things at once she's not gonna do all of them very well - it's too much
I think home visits are good - it shows the teacher what kind of environment this kid's coming from & the teacher can understand child a lot better

That reminds me of the list you talked about - What kind of list was it?
Concerns, interests, goals list

Do you run into parents who don't speak English or read? Then what happens at H.S.?
They have bilingual teachers here - English, Navajo, Spanish at every single center
And when they send letters home, I don't think they do it in Navajo but they do in Spanish & English
We have the computer programs for Spanish so we do all of it in Spanish

What happens to Navajo parents who are having difficulty?
Get somebody to do translation - Someone who went to higher grades & knows how to write in Navajo
A lot of the Navajos can't read it - Charlotte who works in Aztec can't read it but she can speak it

Ernie, if there was a Navajo family at H.S. how would they know they couldn't read?
That would come at the very beginning when they do the inital interview - That's a difference, too, that the public schools don't do - When you go in to register, they don't know you - You sign

your name & you leave - They don't know nothing about you - Here they have a complete interview where they ask you everything right at the beginning so they get to know a lot about you - They know what your needs are, what you likes and dislikes are, whether you need help in a certain area & they focus on the ones who need the most help first - They may not initially go to every single person in the program, but not everybody is going to be as needy as the other

If there were Navajo parents who went through the interview and couldn't read notes sent home, then what would happen.
Write it in English
She means if they couldn't read
I don't know - That's never happened
They'd get a Navajo person like Miss Renita to speak with them - teacher has to make sure they know
They don't miss the boat
It's different in the public school - Like here a lot of parents pick the child up & they go to the classroom & sign the child out - the same if the child rides the bus - you sign the buss driver's clip board - There's no communication like that with the public school, so if they don't understand English there's nobody that can tell them anything
At kindergarten I knew you had to pick up your child - as they get older - in first grade no longer true

Anything else?
We have resources available to parents - like we ask if parents want anything like computer lessons or nutrition lessons or help with their checkbooks, or GED, of learn to read, help with their interviews
Wonderful opportunity for families, not just the children
They're willing to get the parents help
All the parents have to do is want it - ask for it - and that helps the whole family when the parent gets helped

Anything Else?
I have another kid that's in kindergarten & he goes to Central and at the beginning of the school year we had a problem & it seemed like her attitude was caught with me - She said we don't have the money to put your child in Speech & Language - So every time I would go and ask or see if Dorren was in Speech or if he was receiving any kind of special services - cause I'd fill out the papers for him to get all these services - I would find my kid being pulled away from the rest of the kids & being put over here for her disciplinary - and so I feel like the teacher has the control - The mother has no say in what happens to that kid regardless - I think if they could at least say could you spend 1 day a week with your child or an hour - A letter of some sort to put us involved - it's kind of like when your kid goes to kindergarten forget it - That is it - If the teacher has an attitude or your kid has a problem there's $ resources they tell me - with their attitudes the child cannot get what he needs

So it's important to get the parents involved if the child has a problem instead of just turning the child over to the public schools
It's like Wayne - His teacher didn't do her homework - or she'd have known he didn't have an attitude problem - He was just bored to death
That's what they did to me anyway - They thought I was the problem - I don't think they should have an attitude if they think the kid has an attitude problem - They have to talk together, but that's not happening in the public schools
I think the teachers need help - I really do
It's all 100% the teacher

They need some kind of counseling or some kind of classes that they can let their stress off because there are good teachers that can give pointers to another teacher on how to deal with a problem child

There are some excellent teachers in the public school - You can't let 1 or 2 introverted morons turn us down on every teacher

Being fair to the teachers - there are some parents that do have attitudes - that don't want to be involved in their child's education

That is true also

We have to be open to the teacher, let them know yes we are involved - we want to be involved - we do care about kids

Parents need to indicate interest as well

Navajo parent tells story of child's glasses getting broken - They called the principal - He talked to both of us - Told us to call the parents - I did call - The parents have an attitude - They said it might have not been my child - We said let's get it over - We just dropped it

There are some cases like that where you don't know what to do or where to go

It sounds like the schools don't help you figure it out

Right - they don't help at all - they don't care

Last year my daughter had to take a little bear to school - tells story - little girl stole it - I went to school - told teacher she said we've just had those kind of problems - I said you're here to stop those kinds of problems - that's your responsibility - I gave her a deadline to get it back & she did - I told her I will go to a higher authority

Just like my son and his speech - I'd tell her I'd be there at 10:20 & Dorren would be sitting there by himself & I'd tell her, if you can't see that he gets there, I will see that he gets there - And I will be there to pick him up & take him & I will showyou that I do have some kind of say in this - Because she was like who cares - It's not my job - I don't have to do it

I had to take off from work - I said I need to go and get this resolved

I think all of us go through that

I just let it go and told my daughter to take care of her classes - just walk away

That's tough for a kid to do

There are some parents who do want to help & some who do not want to help - The ones that absolutely do not want to shouldn't be forced to

We even have a nurse who makes the appointment for the parent to have their teeth checked, their physical, their shots updated

And the parents won't even take them over, so they go get them in a bus & take them over - She calls the night before & everything - a lot of them still don't, but she'll just make another appointment - She just keeps on doing it

When there are problems it helps to get them when they're little - They also provide parenting classes & play therapy classes for parents - instead of getting to the point of Mickey being 13 and having problems you can tell when he's 2 or 3 but they're still controllable

At the end of the focus group, I recorded a summary of ideas on a flip chart. The list included the following ways to involve parents:

- Make them feel welcome
- Schools recognize parents don't have time
- Parents should have power in who teachers are
- Policy Council - empowering - open to all
- Use other than parents - like aunts
- Let parents feel needed - give them ways to participate - yard work, office
- Use diversity
- Attitude

- Parent involvement coordinator
- Home visits
- Parent interest lists - hobbies, goals
- Bilingual teachers
- Letters in Spanish/English
- Provide person to translate
- Complete interview with parents - needs/likes - find out about language
- Sign out sheets help with contact
- Help family as well as child
- Get parent involved if child has problem
- Work with parents
- Teachers need help - need to help each other -group meetings
- Parents need to indicate interest
- Need to get principal's help for resolution

SPANISH FOCUS GROUP
FARMINGTON, NM
MAY 15, 1995

RAW DATA

1. Share your earliest memory of your own schooling.

Martín I:

I come from México. I remember one teacher named Lupe. She was very mean. She would pull us from our sideburns when we misbehaved so we used to shave our sideburns. She also used to hit us all the time and mothers would come to complain to her and it did not matter to her. One time this friend of ours, we called him "El Foco" (The Lightbulb), came and punched the teacher and knocked her unconscious. After this she never hit us again. Teachers back then were very abusive.

Azucena:

Teachers would hit us with brooms or rulers, they would actually brake these brooms and rulers when hitting us. Parents had to go complain and then they would stop.

Armando:

I was seven years old when I started school, first grade, in México. I was a good student. I was badly punished only once. The teacher pulled our ears with pliers and beat us with a stick. I hope my children will do well in school, as I think I did, or better. I am very grateful for the people at Head Start that have treated my child so well.

Lourdes I:

I remember my second grade teacher, she was a good teacher, explained everything very well, but she was mean. She would throw erasers at us when we least expected it. Then I had another teacher that treated us like her own children, very nice. Before I came to the U.S. I found out she never got married, but all of her students still see her because she was so nice.

María:

I did not want to start Kindergarten. I had a friend in the third grade and I used to go to her classroom and hide under the desk, then my teacher would look for me and find me and take me back to my classroom.

Lourdes II:

During my third year of elementary I had a lot of naughty classmates. They used to pull my hair all the time. One time I had a fight with another little girl and we were expelled from school. Our parents had to come and talk to the principal in order for us to go back to school.

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Martín II:

I had the same teacher from the first to the fourth grade in Durango, México. Once I had a fight with a classmate and he called us. I was on crutches and had a cast on my leg. The teacher made me go around the school ten times. Teachers were very cruel at that time. Later on I went to school in Mexico City and had a very strict teacher, but she never used physical punishment.

Mirella:

I had a teacher in third grade that was very strict, but did not beat us, and we all were afraid of him but he made us learn a lot because we knew if we did not do our work or be on time we would be punished in some way. In the ranch where I grew up, our custom was to be late to school. This teacher would make us kneel for hours until we could not stand it anymore and start crying. I learned a lot from this teacher. I had good experiences in school.

2. What has made you feel welcome at the school your child attends?

Mirella:

It makes me feel very good when a teacher listens to me, and it makes no difference to her as to who you are, or tells you "I did not understand you." And it is also good that I understand them. I always try to find a teacher that speaks Spanish when I need to be clear when I have to communicate or understand something.

Armando:

I feel the same way she does. I like to be able to understand when there is a problem at school with my children so that I can do something about it. My wife does not speak English either so it is important that we can understand what goes on in school.

Martín I:

(He went on telling us about his twins in school, how naughty they are - just as he was - and about his two oldest son and daughter that are much easier to deal with and went on about his growing up and being punished at school and at home.)

After Redirection:

Martín I:

When I go to the public school my children attend I feel very welcome. They greet me in Spanish and pay attention to me. The teacher welcomes me in the classroom, tells me to come in and sit down if I wish to listen to some of what the children are learning. They also talk to me in English since I have learned some in school in Deming. I am very glad to see the good job they are doing with my kids in school and also to see my kids happy in school and to see them learn many things that I never did. I am grateful for all this.

Probe: Have you had a negative experience?

Vicky:

I had a bad experience with my child's teacher (public school). The teacher said that my child spoke a lot of Spanish in the class and she did not want that. I explained to her that Spanish is all we speak at home, then the teacher went on and told her to transfer her child to the McCormick School. "There are a lot of Mexicans there," the teacher said. This made me very upset so I decided for him to stay in the same school. These are the kinds of problems I have had with this teacher. Once this teacher was sick and was out for two weeks and had a substitute teacher. I would go and check to see how my son was doing and the substitute teacher said he was doing very well. I only have problems with that teacher. I feel that she is the one with the problem and not my child. This is a country with many immigrants and we are all different, teachers should know better. My children in the other grades are treated very well.

When I went to register my children at this school (McCormick) I was very pleased. I felt respected. They were very responsive and attentive. I also have heard they pay a lot of attention to the children at this school.

My children at the other school (Apache) always come home and tell me that they have been called "mugre mexicano" (dirty Mexican). There are not very many Mexican children at this school. The majority are Indians and Gringos.

And once again, I liked very much the way I was treated at the McCormick.

3. What are some ways that you participate in you child's schooling now?

Vicky:

With this teacher I have not participated at all. Although I have done so with other teachers selling here and there, bringing and taking things here and there. I don't mind helping out.

Mirella:

They call me from the school to help them with different activities. I have helped them count money, or anything they ask me to do.

Probe: Do they contact you by phone? Have you offered your services?

Mirella:

Yes, sometimes they want to know if we can help them with different things such as selling books, or other things. I told them to let me know when they need help. Since they are educating my children, my obligation as a parent is to help

them and if I have the opportunity to help them during school parties I bring enchiladas or burritos. I feel good about participating, and almost all the mothers that have children there (McCormick) like to participate. I feel that no matter whether you are Indian, Mexican or Gringo, we all cooperate very well in this school. I don't feel there is "mucho racismo" (much racism) there while we are around.

Martín I:

(Went on and on about his kids fights, his own fights, and how he does not want his kids to be as temperamental as he is.)

Direct question to Lourdes V:

4. What needs to happen for you to be able to participate more than you do now in your child's school program?

Lourdes II:

I don't participate. I don't have a car. I also have a child that is receiving therapy at home and sometimes they change the schedule. But once he starts Head Start he will get therapy here and I will have some time to participate.

Lourdes I:

Last year I had the opportunity to help out at school because I had nothing else to do but take care of my three children. I did not have a car so I rode the bus with my children everyday so I helped the whole year doing different activities: school parties, accompanying them on field trips to the library, to the park, etc. This year I also come to help, not as often because my children have different schedules and I can come when my husband leaves the car at home. Head Start had a day dedicated to the different races and I was able to participate. They called me to ask if I could bring chile and tortillas. I also brought tamales.

Vicky:

My child attending Head Start has a kidney problem and HS has a nurse that cares very much about the children. She is always asking how he is doing. I am very pleased with this school and feel very respected.

Lourdes I:

At the beginning you commented that some of us parents at H.S. are not cooperating and it is true. We just had a graduation party and two, almost three-hundred people were expected to attend, and only twenty and some 28 showed up. Whoever did not come is because he or she did not want to, not because the school did not let everybody know. If for some reason they don't send you the note they will phone you.

(The facilitator explained that we needed information about parents' participation and cooperation in the public schools or HD)

Mirella:

Sometimes I don't attend a meeting here because I have another meeting at the other school. They are scheduled the same day and at the same time. What I do is since the child attending HS is just starting to learn and my other children are in a higher grade, I feel I am required to attend those meetings and know what is happening at school or with my older children.

Armando:

They schedule meetings in both schools at the same day and at the same time.

Martín I:

I also feel that it is more important to attend school meetings of the older children. I feel my child here is learning how to respect others, learning to eat and they treat very well. They take very good care of little children.

Lourdes I:

If I get a notice about a meeting in Head Start, I hesitate about attending because I know it will be held in English, and they always say there will be a person speaking Spanish so it makes me feel more comfortable and I feel I can come and participate.

Probe: Do they have a similar situation in the public schools?

Armando:

At the McCormick all the meetings I attend are held in Spanish. There are four teachers in the school leading the meetings and they all speak Spanish. I like the fact that we are told that the children learn English in school and encourage us to speak Spanish at home.

Vicky:

When I registered my kids at the McCormick the person said that English is their second language, don't stop talking to them in Spanish.

Question to María:

5. How do you get information from school? Re: activities, meetings.

Lourdes I:

Head Start sends you a note regarding activities that are coming up. Then they send you a reminder or call parents to remind them of the activity.

Probe: How much time in advance do you get this notice?

Group:

About two weeks.

María:

My child takes the bus and the chauffeur gives me the notice when he drops him off. When the chauffeur does not speak English he tells me I need to call the school using the Head Start's bus radio and I call them and they give me the information.

Mirella:

There is no lack of communication from Head Start. But there is from other schools.

No, we do not lack information. If we do not attend is not a problem from the school or the teachers. Sometimes you have no transportation, or time, or have another appointment or meeting.

Lourdes I:

They send us notices of everything that goes on in the HS Program. They also send us the children's menu per month. They let us know of field trips to the park, post office, etc. and ask for our permission to let our child go.

Vicky:

We have received information about a picnic. This is only the 15th and the festivities will be on the 24th, we have plenty of time to prepare. They explain what exactly will be done and tell us what to expect.

6. What are some good ways for the school or HS to get information to you about opportunities for participation?

Vicky:

We had an activity here at HS and one of the parents sent a letter to all parents asking for help to work on the school yard. The letter also said that they were going to have food for the parents who came to work. I did not have time to come, but I know many parents showed up.

Mirella:

That day we had a commitment with our church so I told my husband he should go the school and I would go to church.

7. What examples can you give us of parents' ideas and talents being used in your child's school or HS Program?

Lourdes I:

When we had that activity about the different races I saw a lot of people from different backgrounds participating. We brought different kinds of foods and also different kinds of clothes that belonged to our native country. This was a good contribution from parents.

8. What suggestions do you have for getting parents to participate in school activities, groups or committees?

Armando:
Solve the problem of settings meetings on the same day.

Vicky:
To have more respect for other cultures.
Have teachers show more interest in communicating even though we don't speak the same language.

Provide transportation for parents who do not have a car.

Azucena:
Some teachers do not attend meetings. I don't think this is good.

Armando:
I have no problems at all with the school.

Lourdes I:
I wish we had a school counselor that would speak all the languages of the world (joke). I do believe every school should have a counselor that knows Spanish so that we could communicate.

Have more festivities about races.

Martín:
I believe we have a responsibility to learn the language so that we don't have to depend on anybody else to communicate or understand.

I tell my wife to go to the English classes that HS offers and she attends once and then gives up quickly.

Lourdes I:
Do you stay with the children in order for her to attend classes?

Martín I:
Yes, I do.

Lourdes I:
I agree with you, we should learn English. I am able to understand if people talk to me slowly, but when it comes to dealing with a problem with your child at school I need to communicate in Spanish so that I feel confident that I understood.

Vicky:
The English classes are free. We should attend.

Lourdes I:
They also provide transportation if needed.

Armando:
And they also provide childcare.

Probe: Do you feel that parents need to participate more?

Lourdes I:
Yes, it is important that we participate more. Even if you

have a job you should make time to participate in some way. A lot of parents just say "I can't" and that's it.

Issues around discrimination:

Vicky:

I had a bad experience with my child's teacher (public school). The teacher said that my child spoke a lot of Spanish in the class and she did not want that. I explained to her that Spanish is all we speak at home, then the teacher went on and told her to transfer her child to the McCormick School, there are a lot of Mexicans there. This made me very upset so I decided for him to stay in the same school. These are the kinds of problems I have had with this teacher. Once this teacher was sick and was out for two weeks and had a substitute teacher. I would go and check to see how my son was doing and the substitute teacher said he was doing very well. I only have problems with that teacher. I feel that she is the one with the problem and not my child. This is a country with many immigrants and we are all different, teachers should know better. My children in the other grades are treated very well.

Some teachers who know Spanish refuse to speak in Spanish. I had an experience with one Chicano teacher that knows Spanish and clearly told me that she does not want to speak Spanish. I don't understand why Chicanos resent us or I don't know what it is they have against us if we all have the same background, the only difference is that we were not born in the U.S.

A lot of discrimination in the Farmington schools. The children complain about it.

When I went to register my children at this school (McCormick) I was very pleased. I felt respected. They were very responsive and attentive. I also have heard they pay a lot of attention to the children at this school.

My children at the other school (Apache) always come home and tell me that they have been called "mugre mexicano" (dirty Mexican). There are not very many Mexican children at this school. The majority are Indians and Gringos.

Lourdes I:

I had my child in the Country Club school and he was the only Mexican child and did not speak English. I got a lot of complaints from the teacher, but this teacher never looked for an interpreter to communicate with me, then I came to HS to ask for help with this matter and someone from HS went with me to talk to the teacher and it was then that the problem started to be solved.

My son was referred to a psychologist to deal with his low

self-esteem due to discrimination. Her child would cry all the time and was not happy.

Lourdes II:
Children feel that their teacher does not like them.

About Head Start:
I am very grateful for the people at HS because they have treated my child so well.

My child attending Head Start has a kidney problem and HS has a nurse that cares very much about the children. She is always asking how he is doing. I am very pleased with this school and feel very respected.

There is no lack of communication from Head Start.

I had my child in the Country Club school and my he was the only Mexican child and did not speak English. I got a lot of complaints from the teacher, but this teacher never looked for an interpreter to communicate with me, then I came to HS to ask for help with this matter and someone from HS went with me to talk to the teacher and it was then that the problem started to be solved.

The English classes are free.

GED night school is provided.

Provide transportation if needed.

Provide childcare.

Miscellaneous Requests/Inquiries/Comments:

Lourdes II:
I wonder if there is a person in HS that will orient us as to what would be the best school for my child since I have no experience with the public schools. I feel that when my child leaves Head Start he will not know enough English and I want him to be in a school with other children that knows as much as he does.

Mirella:
I think the best public school here is the McCormick.

INTERPRETATIVE

This session was composed of nine Mexican parents of children in both the Head Start Program and the public schools. Three parents came with their children and were made aware of the fact that there was childcare available. Two of them were not interested in taking their children to the childcare provider and the children played in the

playground just outside of the meeting room. One of the parents was there to attend the GED classes offered through Head Start and decided to participate in the meeting once he found out it had to do with children and the schools, so we welcomed him.

The parents were in good spirits and some of them knew each other. There seemed to exist a sense of good community support among themselves. They were not quite certain of the purpose of the meeting and therefore I explained our reason for being there.

The facilitator stated the pertinent introduction and then asked the participants to share the earliest memory of a schooling experience in order to bring the group together and feel at ease. Some of them had very elaborated stories to share. Adjectives such as cruel, abusive, mean, strict, some "nice" were used by these parents to describe their teachers.

The facilitator encountered some difficulties staying on track and kept redirecting the group. The parents were interested in the questions being asked, but every question was somehow linked to some form of discrimination issue that they had experienced. But they gave a few good suggestions for parents' participation in miscellaneous school activities. At the end of the interview all parents were quite grateful for our interest in listening to their opinions and to have had the opportunity to "let their feelings out" about the differences they encounter in the schools. The Head Start Program received a lot of positive comments. It was my perception from head nods and statements of agreement that delivery of information to parents was not a concern. They seem to feel Head Start has a good system to keep them informed of school activities and they are very happy to help whenever they have the opportunity and time to do so.

The parents had complaints about not being able to attend meetings being held in the schools and Head Start due to the fact that a lot of the times they are held on the same date at the same time. At least two of the parents also feel their lack of participation is due to the issue of discrimination and they do not feel that they want to participate in the school's activities. As the facilitator, I believe they would feel more welcome if there was a better understanding of the difference in cultures, if they could communicate their concerns in their native language, and if they could feel more respect from the school personnel.

Appendix B

Evaluation Materials

1) **TIE Outreach Lifeline**

2) **Justin Instrument & Discussion**

3) **Evaluation Plan**

4) **TIE Outreach Evaluation Form**

5) **Evaluation of TIE Outreach Workshop**

TIE Outreach Lifeline

FLEx = Facilitated Learning Experiences
Lifeline = ID pieces of our model that need to go on lifeline.

			Outcomes What do we have in mind that they will go do?		
Goals	**Resources** (What evidence is there that these assist us with goals?)	**Activities**	**Immediate**	**Intermediate**	**Longer-Term**
1) Provide training & TA to 4 groups to improve services to kids & families -team building -cross-cultural -interdisciplinary communication (PC Model) -discipline specific training -community networking	-training materials -process for team building -staff (diverse) -sites (access) -Part H & 619 -library -cross-cultural contacts -staff development -supplies -UNM & UAP -good will -National Network -state parent network -staff "double loop" learning (Obstacles could be flip side of resources...)	Interview/assess participants needs/wants (Intervention): FLEx -team building -data gathering -conflict resolution -mission building -long range planning -roles & responsibilities -communication skills -cross-cultural communication	-mission statement -buy in -consensus -knowledge re: process -feel sense of direction -be aware of obstacles & contradictions	-use mission statement to make decisions re: services -use mission statement to evaluate norms -use mission statement to help resolve conflict -use knowledge of process to help resolve conflict (If these are successful, could be linked to desired outcomes for children & families.)	-better service to family & kids -consumer satisfaction Debbie H.: -need administrative support -need ongoing training -need ongoing support for longer term

Who wants to know about that?
What do they want to know?

Date: ___/___/___

ID#: ___/___/___/___/___/___
Last 6 digits of Social Security Number
Your ethnicity: _____

Questions About Justin

You have seen a video tape and have read a case study about Justin. His parents have asked several questions about his development. Here are some items based on two of their questions in order to get you thinking about Justin and to help us evaluate our training. Your responses to these items now and at the end of our work with you (...sometime in the future) will help us learn how effective this part of our training is.

Instructions: For each area of concern, a list of 10 factors is provided. Based on what you saw and heard on the video tape, circle the number on the scale that best describes how likely it is that each factor contributes to this concern.

A. Parent Concern #1: Justin's Delays in Talking	How likely is it that this contributes? Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
1. Justin has a limited understanding of vocabulary.	1	2	3	4	5
2. Justin has a history of frequent ear infections.	1	2	3	4	5
3. Justin doesn't yet have the necessary cognitive understanding to talk.	1	2	3	4	5
4. Poor oral sensitivity (the ability to distinguish different types of touch inside his mouth) contributes to his not talking.	1	2	3	4	5
5. Justin communicates effectively to get his needs met, and doesn't need to talk.	1	2	3	4	5
6. Justin has difficulty controlling his oral movements.	1	2	3	4	5
7. Others may not give Justin enough time to respond verbally.	1	2	3	4	5
8. Structural differences in the oral cavity (that occur in children with Down Syndrome) contribute to Justin's not talking now.	1	2	3	4	5
9. If people didn't respond to Justin's gestures and signs, he would talk more.	1	2	3	4	5
10. Justin knows he won't be understood and so he won't try to talk.	1	2	3	4	5

B. Parent Concern #2: Justin "Overstuffing" His Mouth	How likely is it that this contributes? Not at All Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
1. He doesn't know how easily he could choke.	1	2	3	4	5
2. Justin needs a lot of food in his mouth in order to feel it and know what to do.	1	2	3	4	5
3. He is given too much food at one time.	1	2	3	4	5
4. Justin tries to eat fast so he can get back to playing or other family activities.	1	2	3	4	5
5. Justin receives verbal and physical attention when he overstuffs his mouth.	1	2	3	4	5
6. Justin doesn't have adequate oral motor control to bite, chew and swallow well.	1	2	3	4	5
7. It is common for children with Down Syndrome to "stuff" their mouths.	1	2	3	4	5
8. Justin is more likely to stuff foods which are bland, smooth and at room temperature.	1	2	3	4	5
9. Justin really enjoys food.	1	2	3	4	5
10. Justin has not yet developed appropriate table manners.	1	2	3	4	5

PROJECT TIE: SUMMARY OF THE TEST-RETEST RELIABILITY ANALYSES FROM THE JUSTIN TAPE

This brief report summarizes the findings from an analysis of the test-retest reliability of the Justin tape. The tape presents a case study of a family which includes their child, Justin, who has a diagnosis of Down Syndrome. The tape is accompanied by a two and a half page written, case study narrative that provides a description of Justin's prenatal and perinatal history, developmental medical and functional history, and current medical and developmental status. In addition, there is a list of family concerns and questions. After reading the case study narrative and viewing the tape, individuals are asked to respond to 20 items that address two of the family's concern about Justin. Project TIE intends to use the Justin tape for training and evaluation purposes.

Because the tape will be used to measure changes in competency as a consequence of Project TIE training, a test-retest reliability analysis was conducted on an instrument, "Questions About Justin," which was completed after viewing the tape. This analysis determines the extent to which individuals respond consistently to the questionnaire on two separate occasions in which they have received *no intervening training* that is relevant to the tape. This analysis is important in order to ensure that sources of variability which are unrelated to training (e.g., random fluctuations in responses to items) are minimized when the instrument is eventually used to evaluate competencies that are acquired as a consequence of training.

"Questions About Justin" consists of 20 items. The first 10 items address family concerns about Justin's delay in talking and the last 10 items focus on family concerns about Justin over stuffing his mouth. Each item consists of a statement (e.g., Justin has a limited understanding of vocabulary; He is given too much food at one time) which is rated in terms of the extent to which it contributes to Justin's delay in talking or over stuffing his mouth. A five point rating scale is used where 1 = not at all likely, 2 = not very likely, 3 = somewhat likely, 4 = very likely, and 5 = extremely likely. The questionnaire and the tape were administered to a group of 22 staff at the Laguna site. Two weeks later, these same individuals viewed the tape again and then completed the questionnaire for the second time.

Two types of reliability analyses were conducted on these data. First, the correlation between the responses to the items on the first and second administration were computed separately for each individual. These correlations were then averaged across all individuals. The mean correlation was .47 which is reasonably good given that the unit of analysis for the correlation was each item (i.e., this method typically produces smaller correlations because the variability across items is larger). Second, the mean rating across the 20 items was computed for the first and second administration. Here, the unit of analysis is the individual and not surprising the correlation was rather high, r=.79. It is important to note, however, that the latter measure of reliability is not as sensitive because significant changes between

administration periods on some items can be disguised if they are balanced (i.e., higher or lower ratings) by changes in responses to other items.

In summary, the test-retest reliability of "Questions About Justin" was good, especially given that most of the staff who completed the questionnaire were not skilled in the competencies that it measures. Thus, some of the changes in responses between administration periods were likely due to the staff's inexperience with the area, which would be expected to produce less reliable reactions to the tape and the questionnaire. It would be more desirable to use individuals who are experts in the field to more accurately assess the test-retest reliability of the case study method. Presumably experts are proficient in the area and as a consequence, should provide more consistent or stable responses to the questionnaire upon repeated evaluations.

EVALUATION PLAN FOR TIE OUTREACH TRAINING
July 9, 1994

EVALUATION QUESTIONS	SOURCE	INSTRUMENT/DATA	DATA COLLECTION SCHEDULE
I. Does training in TIE components enhance team functioning, as evidenced by:			
1) An improvement in team process and outcomes	1a) All team members*	1a) Team Character Inventory	1a) Pre & post training
	1b) All team members*	1b) Telephone interviews	1b) Pre & post training
2) Attainment of team goals	2a) All team members*	2a) Telephone and on-site interviews - For pretest, goals will be documented in the Technical Assistance Agreement - For post training, goals will be listed and individuals will rate the extent to which the goals were achieved	2a) Pre & post training
3) Attainment of family centered goals (if identified as a team goal in #2 above)	3a) Team members who identify family centered goals*	3a) Brass Tacks Family Centered Practices	3a) Pre & post training

*Only team members will be assesned who receive ongoing or extended training

EVALUATION QUESTIONS	SOURCE	INSTRUMENT/DATA	DATA COLLECTION SCHEDULE
II. Does training in TIE components result in increased trainee competence, as evidenced by:			
1) An increased ability to identify key factors in effective early childhood intervention	1) Trainees who request content training**	1) Responses to questions pertaining to the Justin case vignette (videotape and case description) - Questions will be developed in consultation with P.J. McWilliam - Debbie H. will review tape and draft of questions	1) Pre & post training
2) An increased competence in family-centered practices	2) Trainees who identify family-centered goals**	2) Family-Centered Practices (Brass Tacks)	2) Pre & post training
III. Is training in TIE components effective in meeting the diverse needs of individuals working in early intervention, as evidenced by:			
1) The percentage and extent to which trainee goals are achieved	1) All trainees who receive content training	1) Needs Assessment (to be developed); - list all components offered by TIE for the pre-assessment - add rating scale on post test survey that contains key components of training	1) Pre & post training
2) Trainee satisfaction	2) All trainees who receive content and/or team process training	2) Training and Technical Assistance Evaluation Form (modified for project)	2) Pre & post training

** Only trainees will be assessed who receive content training over an extended time period (i.e., more than 2 days of training).

EVALUATION QUESTIONS	SOURCE	INSTRUMENT/DATA	DATA ANALYSES
IV. Is training in TIE components associated with families receiving better early intervention services, as evidenced by:			
1) More positive reactions from parents about their early childhood program's services	1) Parents***	1) A Report From Families (shorten form)	1) Pre & post training
V. Does training and consultation based on the TIE model have a positive impact on the state service system, as evidenced by:			
1) Attainment of desired outcomes	1) TIE staff & advisory committee	1) TIE Action Plan - goals & criteria for success	1) Summary at end of project of the percent & extent goals are achieved
2) Changes in agency action plans	2) Key state agencies (e.g., DDPC, DOH, SDE, Children, Youth & Families)	2) Agency action plans	2) Documentation of changes
3) Changes in process and/or priorities for funding	3) Key state agencies (e.g., DDPC, DOH, SDE, Children, Youth & Families)	3a) Process analysis	3a) Ongoing analysis of process
		3b) List of priorities	3b) Document changes in priorities

*** Only parents will be assessed who are associated with programs that receive ongoing or extended training in team process or content.

TIE Outreach
EVALUATION FORM

Your responses to the following are optional. We appreciate having this information because it helps us figure out how well we are meeting the needs of our diverse trainees. Thank you for your help.

Name (optional): _____

Age: _____ **Circle One:** Male Female

Agency: _____

Circle ones that apply:

Parent of a child with a diability | OT | PT | Early Childhood Teacher | Nurse

Speech/Language Pathologist | Doctor | Health Care Professional

Educational Assistant | Administrator | Other: _____

Ethnic Background - Circle One:

Native American | Hispanic | Anglo | Asian

African American | Other (specify): _____

Date of Training/Presentation: _____

Presenter(s): _____

1. Would you recommend this presentation to others: yes no

   Why or Why Not? _____

   _____

   _____

2. How will you use this information in the future? _____

   _____

   _____

PLEASE TURN OVER AND COMPLETE

RATE QUALITY/EFFECTIVENESS:

Please check the column that describes how well the presenter(s) did the following:

		Excellent	Satisfactory	Needs Improvement (Please Comment)	N/A	Suggestions/Comments:
CONTENT	Explained objectives					
	Discussed important concepts					
	Provided quality training materials					
	Met the objectives					
PROCESS	Demonstrated flexibility					
	Used time well					
	Encouraged participation					
	Responded to questions & comments					
APPLICATION	Facilitated opportunities to apply content					
	Related content to real situations					

Overall, I consider the training/presentation:

Excellent	Good	Satisfactory	Fair	Needs Improvement
5	4	3	2	1

Evaluation of TIE Outreach Workshop

✔ Overall, the day went 5 4 3 2 1
(very well → very poorly)

✔ One word to describe how I feel about the day together is _____.

✔ The things I enjoyed most about the day were:

1. _____

2. _____

✔ The things that were most difficult about the day were:

1. _____

2. _____

✔ I would suggest that Valerie do the following things in the future to make this type of day more successful for participants:

1. _____

2. _____

✔ Valerie did a good job in the following areas:

1. _____

2. _____

✔ How will you use your new norms?

_____

_____

✔ What do you think your team's use of the new norms will mean to the families you serve?

_____

_____

✔ Comment on the problem-solving experience. How will you use the techniques in the future?

_____

_____